EIGHTY-FIRST ANNUAL REPORT 1985-86

Alberta
EDUCATION

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ANNUAL REPORT
1985-86

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Office of the Minister

130 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 403/427-2025

Her Honour, The Honourable Helen Hunley
The Lieutenant-Governor of Alberta
Legislature Building
Edmonton, Alberta

Your Honour:

I have the honour to submit the Annual Report of Alberta Education for the period April 1, 1985 to March 31, 1986.

Respectfully submitted,

Nancy J. Betkowski
Minister of Education

Alberta

EDUCATION

403/427-2889

Office of
the Deputy Minister

10th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta, Canada T5K 0L2

Honourable Nancy Betkowski
Minister of Education
Legislature Building
Edmonton, Alberta

Dear Madam Minister:

I herewith submit the Annual Report of Alberta Education for the fiscal year ending March 31, 1986.

Respectfully submitted,

Reno Bosetti
Deputy Minister

Table of Contents

Organization of Alberta Education 6

List of Tables and Figures 6

Deputy Minister

Report of the Deputy Minister 7
Communications Branch 8

Division of Program Development

Report of the Assistant Deputy Minister 9
Curriculum Branch 10
Early Childhood Services Branch 12
Language Services Branch 13
Special Educational Services Branch 15
Media and Technology Branch 16
Teacher Certification and Development Branch 17
Native Education Project 20
Initiation to Teaching Project 20
Secondary Education Project 21

Division of Program Delivery

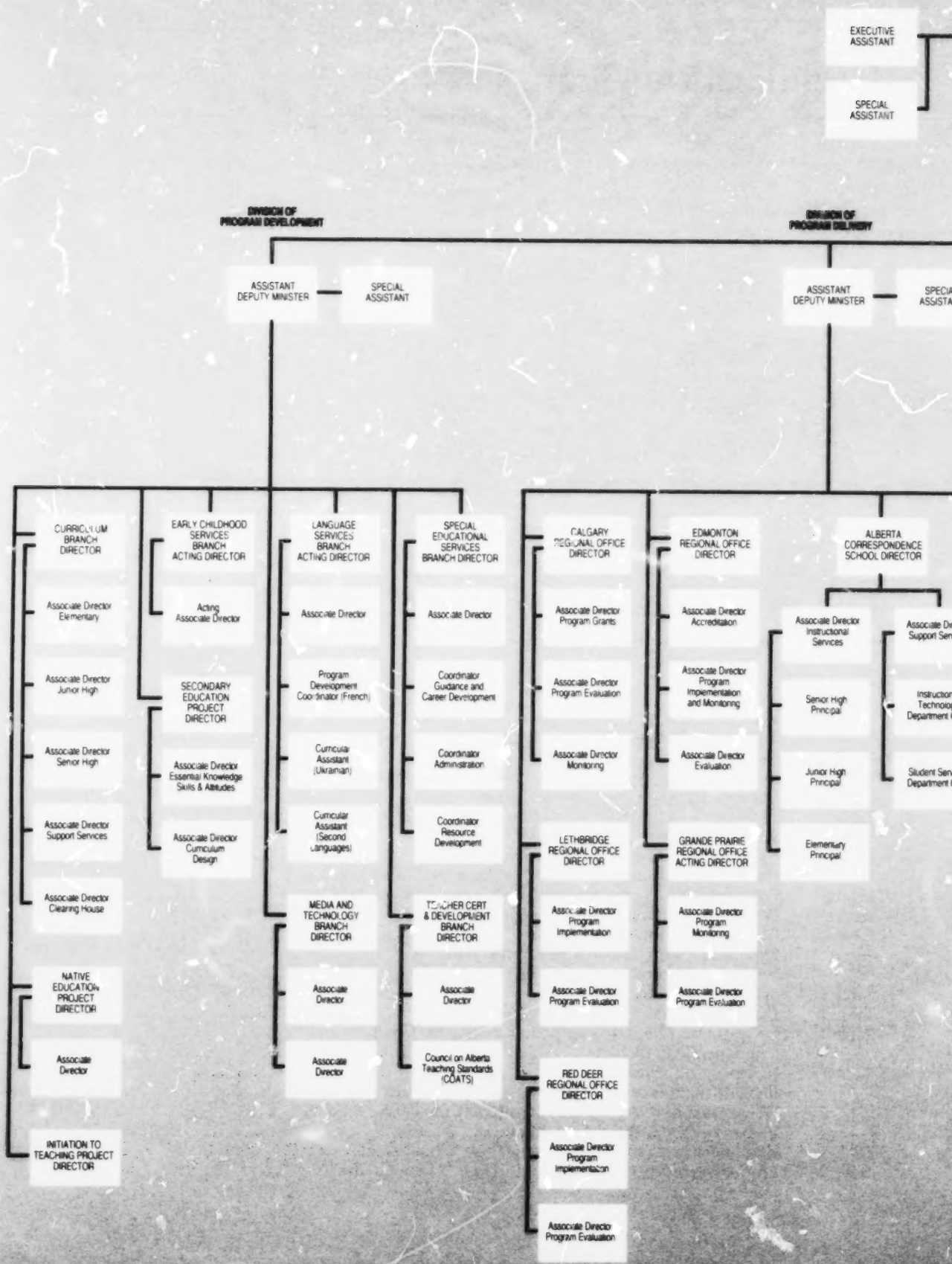
Report of the Assistant Deputy Minister 22
Grande Prairie Regional Office of Education 23
Edmonton Regional Office of Education 24
Red Deer Regional Office of Education 25
Calgary Regional Office of Education 26
Lethbridge Regional Office of Education 27
Alberta Correspondence School 27
Alberta School for the Deaf 28
Support Programs Branch 29

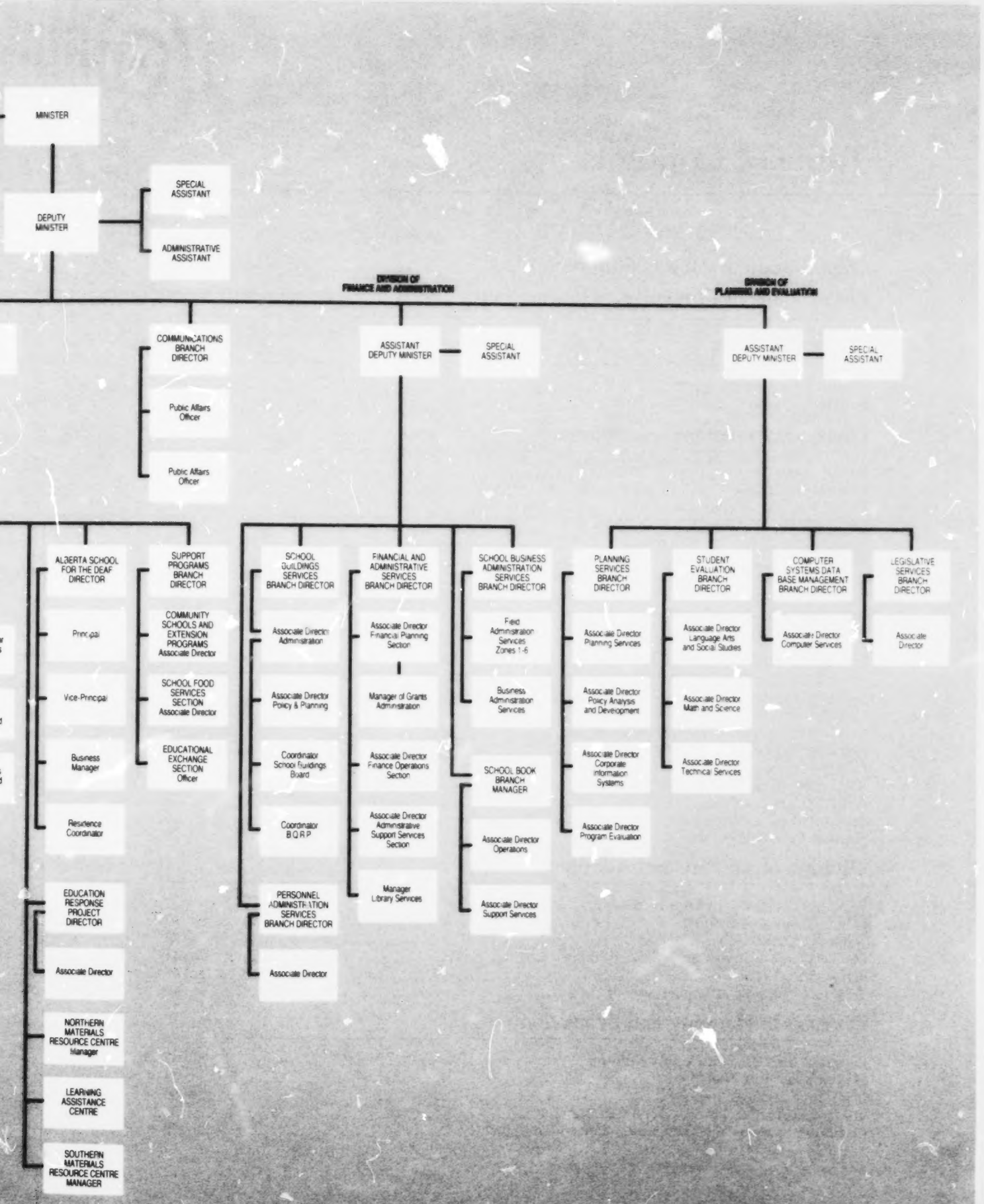
Division of Finance and Administration

Report of the Assistant Deputy Minister 31
School Business Administration Services Branch 32
School Buildings Services Branch 35
Financial and Administrative Services Branch 41
School Book Branch 43
Personnel Administration Services Branch 45

Division of Planning and Evaluation

Report of the Assistant Deputy Minister 47
Planning Services Branch 48
Legislative Services Branch 50
Student Evaluation Branch 51
Computer Systems and Data Base Management Branch 52


EXECUTIVE ASSISTANT
SPECIAL ASSISTANT
DIVISION OF PROGRAM DEVELOPMENT
DIVISION OF PROGRAM DELIVERY
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
ASSISTANT DEPUTY MINISTER
CURRICULUM BRANCH DIRECTOR
Associate Director Elementary
Associate Director Junior High
Associate Director Senior High
Associate Director Support Services
Associate Director Clearing House
NATIVE EDUCATION PROJECT DIRECTOR
Associate Director
INITIATION TO TEACHING PROJECT DIRECTOR
EARLY CHILDHOOD SERVICES BRANCH ACTING DIRECTOR
Acting Associate Director
SECONDARY EDUCATION PROJECT DIRECTOR
Associate Director Essential Knowledge Skills & Attitudes
Associate Director Curriculum Design
LANGUAGE SERVICES BRANCH ACTING DIRECTOR
Associate Director
Program Development Coordinator (French)
Curricular Assistant (Ukranian)
Curricular Assistant (Second Languages)
MEDIA AND TECHNOLOGY BRANCH DIRECTOR
Associate Director
Associate Director
SPECIAL EDUCATIONAL SERVICES BRANCH DIRECTOR
Associate Director
Coordinator Guidance and Career Development
Coordinator Administration
Coordinator Resource Development
TEACHER CERT & DEVELOPMENT BRANCH DIRECTOR
Associate Director
Council on Alberta Teaching Standards (COATS)
CALGARY REGIONAL OFFICE DIRECTOR
Associate Director Program Grants
Associate Director Program Evaluation
Associate Director Monitoring
LETHBRIDGE REGIONAL OFFICE DIRECTOR
Associate Director Program Implementation
Associate Director Program Evaluation
RED DEER REGIONAL OFFICE DIRECTOR
Associate Director Program Implementation
Associate Director Program Evaluation
EDMONTON REGIONAL OFFICE DIRECTOR
Associate Director Accreditation
Associate Director Program Implementation and Monitoring
Associate Director Evaluation
GRANDE PRAIRIE REGIONAL OFFICE ACTING DIRECTOR
Associate Director Program Monitoring
Associate Director Program Evaluation
ALBERTA CORRESPONDENCE SCHOOL DIRECTOR
Associate Director Instructional Services
Senior High Principal
Junior High Principal
Elementary Principal


MINISTER
DEPUTY MINISTER
SPECIAL ASSISTANT
ADMINISTRATIVE ASSISTANT
DIVISION OF FINANCE AND ADMINISTRATION
DIVISION OF PLANNING AND EVALUATION
COMMUNICATIONS BRANCH DIRECTOR
Public Affairs Officer
Public Affairs Officer
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
ASSISTANT DEPUTY MINISTER
SPECIAL ASSISTANT
ALBERTA SCHOOL FOR THE DEAF DIRECTOR
Principal
Vice-Principal
Business Manager
Residence Coordinator
SUPPORT PROGRAMS BRANCH DIRECTOR
COMMUNITY SCHOOLS AND EXTENSION PROGRAMS Associate Director
SCHOOL FOOD SERVICES SECTION Associate Director
EDUCATIONAL EXCHANGE SECTION Officer
SCHOOL BUILDINGS SERVICES BRANCH DIRECTOR
Associate Director Administration
Associate Director Policy & Planning
Coordinator School Buildings Board
Coordinator BQRP
PERSONNEL ADMINISTRATION SERVICES BRANCH DIRECTOR
Associate Director
FINANCIAL AND ADMINISTRATIVE SERVICES BRANCH DIRECTOR
Associate Director Financial Planning Section
Manager of Grants Administration
Associate Director Finance Operations Section
Associate Director Administrative Support Services Section
Manager Library Services
SCHOOL BUSINESS ADMINISTRATION SERVICES BRANCH DIRECTOR
Field Administration Services Zones 1-6
Business Administration Services
SCHOOL BOOK BRANCH MANAGER
Associate Director Operations
Associate Director Support Services
PLANNING SERVICES BRANCH DIRECTOR
Associate Director Planning Services
Associate Director Policy Analysis and Development
Associate Director Corporate Information Systems
Associate Director Program Evaluation
STUDENT EVALUATION BRANCH DIRECTOR
Associate Director Language Arts and Social Studies
Associate Director Math and Science
Associate Director Technical Services
COMPUTER SYSTEMS DATA BASE MANAGEMENT BRANCH DIRECTOR
Associate Director Computer Services
LEGISLATIVE SERVICES BRANCH DIRECTOR
Associate Director
EDUCATION RESPONSE PROJECT DIRECTOR
Associate Director
NORTHERN MATERIALS RESOURCE CENTRE Manager
LEARNING ASSISTANCE CENTRE
SOUTHERN MATERIALS RESOURCE CENTRE MANAGER

Organization Chart

List of Tables and Figures

Table A	Issue of Teaching Certificates	17
Figure 1	Interim Certificates for Teachers Entering Alberta	18
Table B	Issue of Professional Statements	19
Table C	Certificates, By Type, Held by Teachers	19
Table D	Degrees, By Type, Held by Teachers	19
Table E	High School Evaluations for Students from Outside Canada	19
Table F	School Districts	33
Table G	New Construction Projects Tendered	36
Table H	New Construction Schemes Other Than By Public Tenders	38
Figure 2	Frequency and Type of School Buildings Board Agenda Items	39
Figure 3	Government Funds Allocated by Programs	39
Figure 4	Construction of New Facilities	40
Figure 5	Expenditures on Components of the Building Quality Restoration Program (B.Q.R.P.)	40
Table I	School Book Branch	44
Table J	Department Staff Complement	46
Table K	I. Operation of Schools by School Divisions, Counties and Independent Districts	53
	II. Operating Private Schools	56
	III. Distribution of Pupils by Age, Grade and Sex	57
	IV. Acceleration and Retardation Report for Public Schools	58
	V. Per Pupil Expenditure in Education	58
Table L	Enrolment in Academic Subjects (High School Grades)	59
Table M	Enrolment in Vocational Subjects (High School Grades)	62

Deputy Minister

Report of the Deputy Minister

The Deputy Minister of Education provides leadership and direction for all activities of the department. This includes the development of major plans, programs and budgets, and the administration and management of divisions and branches.

The Deputy Minister acts on behalf of the Minister of Education as required and advises the Minister through regular and ad hoc consultations.

The Deputy Minister also represents Alberta Education and the government of Alberta in discussions with officials of other governments and agencies, including officials of national and international organizations and agencies.

During the period 1985-86, primary focus was placed on assessing department objectives and results achieved for children through the education system in Alberta. Several activities initiated in previous years were emphasized during the period.

The Management and Finance Plan introduced in 1983 provided a new approach to funding education in the province and placed emphasis on the development of policies to guide the education of children. The role of Alberta Education during 1985-86 was to monitor the results achieved within school jurisdictions and to further improve and streamline procedures.

The review of secondary programs which began in 1984 resulted in a policy statement entitled "Secondary Education in Alberta" in June 1985. The policy statement clearly outlined eight principles and 33 directional statements which, taken together, provide a basis for developing and modifying programs and courses for junior and senior high school students. Since the release of the policy, much time has been devoted to reviewing existing programs and planning for implementation of changes. The first change related to the secondary education policy statement will occur in September 1986.

During 1985-86, the review of the School Act continued. A discussion paper entitled "Partners in Education: Principles for a New School Act" was the basis for a number of public meetings. The information gathered from these meetings and from written submissions will be considered in the drafting of a Framework for Legislation, which should be available for public discussion early in 1987.

Other activities within the department included continued work in the areas of Native education, the Initiation to Teaching Project, special education, and establishing goals for the Education Response Centres. Alberta Education showed leadership in the initial development of a unique diagnostic reading program; this program will be distributed to schools in September 1986.

Alberta Education has also witnessed expanded office automation in several branches, resulting in improved internal operations and more efficient services to the public.

In summary, 1985-86 was a year of many challenges and much activity in all areas of education. There continued to be a high level of public interest in the quality of education and in the many key issues facing educators, parents and students in Alberta.

Communications

Report of the Director

The Communications Branch is responsible for the coordination of all department public relations and for informing the public about the policies, programs and services provided by Alberta Education.

Information is provided through various communications vehicles, including newsletters, news releases, brochures, displays, video productions, electronic bulletin boards, public meetings, and conferences. Communications also coordinates an information centre for the general public and department staff. Included in the centre are department reports and other printed materials, materials both from other government departments and from other provinces, and video information.

Branch staff provide public relations consultation as well as editorial, design and print production services to all areas of the department.

The Communications director coordinates the province-wide activities of Education Week and chairs the Provincial Education Week Committee, which is made up of representatives of other educational associations.

Division of Program Development

Report of the Assistant Deputy Minister

The Program Development Division is one of four divisions within Alberta Education. This division develops, implements and monitors the policies, content, and requirements of educational programs.

The division is organized into six branches and four project areas - Curriculum, Early Childhood Services, Language Services, Special Educational Services, Media and Technology, Teacher Certification and Development, Council on Alberta Teaching Standards, Initiation to Teaching Project, Native Education Project, and Secondary Education Project.

The division develops the content and requirements of educational programs. This responsibility impacts directly on students' educational experiences. It includes program expectations for children entering the formal education system in early childhood programs, the choice and approval of curricula and learning resources, standards of certification for teachers, programs for students who have special needs, the acquisition and use of technology by teachers and students, and the development of school programs in French and languages other than English.

The Assistant Deputy Minister is the representative of Alberta Education on the Board of Directors for ACCESS and the Alberta Educational Communications Authority. His membership ensures that the educational radio and television programming of ACCESS supports the criteria of Alberta Education curricula.

Major responsibilities of the division include developing, implementing and monitoring policies relating to the development, content and requirements of educational programs. This action ranges from creative and research activities that determine the content and requirements of programs, to maintenance and enhancement of existing programs.

Highlights for the Program Development Division in 1985-86 include:

- initiation of the implementation of the policy statement on secondary education in Alberta;
- implementation of the two-year Initiation to Teaching Project, in cooperation with Alberta Manpower;
- release of the discussion paper entitled Native Education in Alberta;
- successful continuation of the Provincial Placement Appeal Committee.

Curriculum

Report of the Director

The Curriculum Branch translates the goals of basic education for Alberta into the programs of study for students in Grades 1 to 12. The branch produces curriculum guides as service documents for teachers, recommends textbooks and other learning resources for courses in most subject areas, and occasionally prepares support publications for distribution to schools. Curriculum specifications, which are used in preparing provincial achievement tests and diploma examinations, are also provided by the branch.

During 1985-86, the Curriculum Branch continued to revise, develop and field-test curricula and approve learning resources, including computer software. In addition to these ongoing activities, branch staff participated in the review of the core subject areas at the secondary level and the review of the social studies program for Grades 1 through 12. Monographs were produced on tolerance and understanding, and on integrating physically disabled students into physical education programs. An anthology of writing by Alberta youth was also produced in celebration of International Youth Year. Branch staff assisted in the review of materials developed by the 1988 Calgary Winter Olympics Committee and the Native Education Project, and in the joint production of a resource in consultation with the Red Cross Society.

To facilitate the secondary education policy implementation, the branch was organized into five units. Four are responsible for developing elementary, junior high, senior high, and Integrated Occupational programs. The fifth unit conducts evaluations of computer software. Program coordinating committees were established to define priority needs, and develop or revise programs at the elementary, junior high and senior high levels.

The following are reports from the five areas of the branch.

Elementary Unit

The elementary unit reviewed and made recommendations on recently developed learning resources in language arts, mathematics, science, social studies, health, computer literacy, physical education, and the fine arts. A revised elementary art program was developed and approved, along with supporting learning resources. Implementation is optional in September 1986 and mandatory in September 1987. The unit continued to work with ACCESS developing inservice and student resources in both drama and art.

Junior High Unit

The junior high unit reviewed and made recommendations on learning resources in social studies and language arts. Further reviews and pilots were conducted during 1985-86 on learning resources in health and personal life skills, physical education, language arts, home economics and music. The new health and personal life skills program received final revisions based on the 1984-85 pilot year and learning resources were approved. Implementation of the program is optional in September 1986 and mandatory in September 1987. Inservice materials being developed by ACCESS will be ready in the fall of 1986. The language arts statement of content was piloted in 1985-86 and a revised curriculum guide is planned for September 1987. Other statements of content or curriculum guides piloted during 1985-86 include physical education, home economics, and music. The curriculum guides in these subject areas are undergoing further revisions or field-testing based upon pilot results.

Senior High Unit

The senior high unit also participated in the review of secondary education. Priorities were established for the science, mathematics, Career and Life Management, and social studies curricula. Timelines for the full review and implementation process were defined.

The unit also reviewed and made recommendations on learning resources in mathematics, social studies, physical education, business education, industrial education, language arts, art, and computer literacy. Pilot projects were completed for the Reading 10 program, Art 31, and the physical education programs. Curriculum guides are being prepared for each of these areas. A monograph is being developed for Reading 10 and work has commenced on the new Career and Life Management program.

Integrated Occupational Program

One thrust of the policy on secondary education was the development of an alternative program for students who continue to experience difficulty in learning. The program, beginning in Grade 8, will be known as the Integrated Occupational Program. It will be articulated with a similar program in the senior high school. Additionally, schools will be expected to provide special programs for the small group of students who have serious handicaps and are therefore unable to meet the expectations of either the Integrated Occupational Program or regular programs. Such special programs should continue into the senior high school level.

It is anticipated that a Provincial Certificate of Achievement will be awarded to students who, because of their abilities and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program.

In early January 1986, an issues identification seminar was held with representatives from school jurisdictions, business and industry. In addition, an advisory committee made up of interested groups meets regularly to discuss various dimensions of the program. An initial discussion paper is being developed that will outline the policy, goals, and guidelines for the Integrated Occupational Program.

Computer Courseware Clearinghouse

The Clearinghouse reviews, screens, and evaluates computer courseware for Grades 1 through 12. The evaluative information is provided to educators throughout the province.

During the 1985-86 period, the Clearinghouse coverage was expanded to include all subjects as well as IBM courseware. The Clearinghouse reviewed approximately 1400 computer courseware products and screened 317 programs with 162 being fully evaluated. Trained teacher evaluators who were actively involved in the field provided second stage evaluations of the courseware. Final recommendations were based on the synthesis of the second stage evaluations, curriculum fit, and tolerance and understanding criteria. These recommendations were completed by curriculum development committees and personnel.

The evaluative information on the courseware was distributed to all schools in two documents entitled Computer Courseware Evaluations. One document was cumulative and covered January 1983 to May 1985 while the last document included the evaluations from June 1985 to March 1986. These publications are service documents which are designed to guide and assist Alberta educators in the purchase of computer courseware.

A licensing agreement with the Minnesota Educational Computing Corporation (MECC) was negotiated by the Clearinghouse on behalf of Alberta Education. This enabled the Alberta Education Communication Corporation (ACCESS Network) to continue to reproduce computer programs and distributed the accompanying duplicated materials to Alberta schools. ACCESS Network reproduced in excess of 11,000 copies from the 160 programs which were available.

Early Childhood Services

Report of the Director

The Early Childhood Services (ECS) Branch develops policy and support materials which shape locally designed programs to meet the physical, social, emotional, creative and intellectual needs of young children and their families. The branch assists school boards, approved private schools and private ECS operators in developing, implementing and evaluating programs in which enrolment is voluntary.

During 1985-86, the ECS Policy Advisory Council continued to formulate a policy on articulation which will ensure that children experience continuity in ECS through Grade 6 education programs. On the basis of the response to initial drafts of policy, guidelines and procedures, the proposed policy mandate has been extended to Grade 6. The council also continued to review 14 policy items, including finance. The council's sub-committee on articulation continued to address standards for programs in which children are served until eight years of age, and completed a five-issue series of ECS Program Highlights on topics directly related to articulation of ECS through Grade 6 education programs.

Four key support documents were translated into French during this period in keeping with department policy and the importance of making documents available for French parents and programs in accordance with Section 23 of the Charter of Rights and Freedoms. The branch also assisted in revising relevant sections of the Program Policy Handbook and the Policy/Program Monitoring Handbook.

A significant teacher inservice resource, entitled Learning, was produced by ACCESS in consultation with the branch. The series of three videotapes explores the diversity of children's learning needs, a response by a teacher-parent team to the individual learning needs, differences of children, and a focus on the parent-teacher-child triad. An accompanying printed resource is also available to assist in the arrangement of teacher inservice sessions.

In 1985-86, 1,052 ECS centres were operated by 381 jurisdictions comprised of 105 school boards, 236 private ECS incorporated non-profit societies and 40 private schools. These figures represent an overall decrease of 44 centres in 1985-86. The number of jurisdictions decreased by four, a small ongoing reflection of cooperative school board and private ECS operator initiatives in which school boards assume responsibility for the provision of an ECS program. A total of 37,579 children were enrolled in ECS programs in 1985-86, of whom 2,206 had special needs which were met through individualized program plans. Another 515 children were served through a Program Unit Grant which provides high-level funding for severely disabled dependent, blind and/or deaf children.

Language Services

Report of the Director

Language Services plans, develops, and implements programs in which instruction is offered in languages other than English, and second language programs including English as a Second Language and Native languages.

French Language

During 1985-86, the French language education section was involved in the following activities:

1. Completion and distribution of:
   a) Elementary Program of Studies;
   b) Curriculum guides for elementary science, mathematics, health, and physical education;
   c) Social studies teaching units for topics 2A, 2C, 3A, 3B, 4B, 5A, 6B, 6C, 7A, 8C, 9C, and 11B;
   d) Bilingual terminology lists for Social Studies 30, biology, physical education and computer literacy;
   e) Support document called Résolution de problèmes;
   f) Selected chapters from FMT Senior (Math 30);
   g) Information document called Immersion in Alberta and French Language Education in Alberta: Where Are We Now?
2. Development of:
   a) Curriculum guides for French language arts - elementary, immersion and francophone - and elementary music;
   b) Social studies teaching units for topics 12A and 12B, in association with ACCESS, and topics 5C and 11A;
   c) Bilingual terminology lists for physics and chemistry;
   d) Learning resources
      - extensive piloting of Grade 1 to 10 French language arts resources;
      - an update of all social studies resources;
      - identification of elementary music basic and recommended resources.

The major undertaking of the year was the revision of the elementary French language arts program. This was done in conjunction with extensive piloting of elementary French language arts resources at Grades 1 to 10. The revision of the program was realized through the efforts of a coordinator, two program developers, two ad hoc committees and an implementation ad hoc committee on which 37 school jurisdictions had representation.

Federal-Provincial Agreement on Official Languages in Education

Branch personnel were involved in the administration of this agreement. Program grants of $6 million and 27 cost-shared special projects totalling $1,750,000 were approved for the benefit of Alberta students in school jurisdictions offering French language programs.

Ukrainian Language

In the Ukrainian language section, preliminary work has been completed on the development of an anthology of readings for Ukrainian language arts, Grades 7 to 9. A new learning resource for Grade 1 Ukrainian language arts was field-tested in Grade 1 classes and plans have been finalized for a major resource development project for Ukrainian language arts, Grades 1 to 3.

Eight social studies teaching units in Ukrainian were piloted, marking the end of the development phase of a project in social studies. This phase saw the development of 18 teaching units in Ukrainian, to be used in Grades 1 to 6. Revisions and finalization of these units are in progress.

Two major resource projects have been undertaken for Language Services by ACCESS Network. These projects will provide 42 audio cassettes in Ukrainian to accompany filmstrips, basic and recommended resources for social studies for Grades 1 to 6, and will produce a kit of Ukrainian language listening materials for music for Grades 1 to 6.

Second Languages

A number of major initiatives were undertaken in the development of second language programs. In Native language education, the Language Services Branch undertook the development of a generic language program that is intended to act as a guide for the development of specific language programs at the local level. A pilot edition was prepared for field testing which is to commence in the fall of 1986. The generic language program was used as a basis for the development of the Cree second language program for Grades 1 to 9, and the Blackfoot second language program for Grades 1 to 9. The latter two programs are still in the development stages. All three programs - generic, Cree and Blackfoot - are the result of ongoing input of Native educators and community resource persons.

As well, four major Native learning resources projects were initiated, funded and directed by the branch: the Blackfoot language learning series, Grades 1 to 3; the Cree language learning program, Grades 1 to 3; the Cree and English as a Second Language reading series, Grade 4; and a survey of Plains and Woodland learning resources. These projects were sponsored with the cooperation of the County of Wheatland school board, Edmonton Public School Board, Lac La Biche School District, and Northland School Division.

In the area of English as a Second Language, a high school program consisting of three courses (ESL 10A, 10B and 10C) was completed and the program prepared for final ministerial approval.

Three locally developed programs were reviewed and approved for implementation - Japanese 15, 25, and 35, Chinese 15, 25, and 35, and Greek 15.

Learning resources were selected to support the six-year Ukrainian program, the nine- and six-year French programs, and the three-year Italian program.

Other developmental activities include the establishment of a provincial committee to liaise with the National Core French Study, the piloting of a handbook to assist teachers in the integration of cultural content in the second language classroom, finalizing the results of a province-wide survey of second language instruction, and the production of a teacher guide to adapt the ACCESS video production - Ukrainian Folk Tales - to the three- and six-year Ukrainian programs.

Special Education Services

Report of the Director

The Special Educational Services Branch ensures that the needs of exceptional students, including the gifted and talented, are being addressed. The branch also provides resources and leadership to ensure that guidance and counselling and career development services are an integral part of the regular school program and available to all students.

The branch is responsible for the development of policy, guidelines and procedures, curricular materials and resources related to special education. The development of standards and criteria for monitoring and evaluation of special education programs is also undertaken.

During 1985-86, the branch was involved in revision to manuals on learning disabilities, the behaviorally disordered and the gifted and talented as follow-up to the pilot studies conducted in 1984-85. Teacher inservice packages were also developed in draft form. A videotape to support the teacher's manual on learning disabilities was produced. The Job Search Guide for use by teachers and counsellors was developed, and the results of an evaluative study on the use of computer assisted career information systems in Alberta schools were incorporated into an executive summary for distribution.

As part of the celebrations for Canada Career Week in November, career packages for elementary, junior and senior high levels were distributed to all schools in Alberta. A set of Grades 7, 8 and 9 career development booklets for junior high school teachers, a poster, and a foldover educator's kit were also developed.

A review of special education curricular materials was conducted as part of the Secondary Education review.

The Provincial Placement Appeal Committee was established under Section 11 of the Department of Education Act in May 1985 to hear inquiries relating to special education appeals, and to make recommendations to the Minister regarding the resolution of disputes between parents and the school boards. Five inquiries were held and recommendations were made to the Minister.

The implementation of the Alberta Education Management and Finance Plan and revision to special education funding procedures resulted in an additional year of grandfathering of Category II private schools for the 1985-86 school year only.

Previous policy and procedures with respect to the provision of education or training for disabled adults were reviewed, updated, and communicated to all school boards, interest groups and other departments.

Media and Technology

Report of the Director

The Media and Technology Branch improves and enhances the availability and quality of media resources for learning, and improves the applications of technology in instruction and learning in Alberta schools.

In 1985-86, the branch's activities covered three general areas.

Liaison and Policy Development

In cooperation with the Alberta School Trustees' Association, the Alberta Teachers' Association (ATA), ATA Computer Specialist Council and the Grande Prairie School District, a strategic planning symposium was held to identify issues and make recommendations for policy development and directions on the use of computers in schools.

As a follow-up to the Minister's approval of the School Library Policy Statement, an inservice program consisting of five modules was developed for use by local school jurisdictions. The modules are designed to assist school staff in planning, developing and implementing an integrated school library program.

Procedures were established and coordinated which led to the preparation of a list of departmental priorities for ACCESS production and acquisition. In addition, the branch provided ongoing liaison with ACCESS to monitor the progress of projects undertaken for basic education.

Policy, guidelines and procedures for the evaluation and selection of provincially authorized learning resources and for the distribution of Alberta Education documents were reviewed. Recommendations were then submitted.

Regional film centre liaison activities focused on developing provincial standards and initiating an investigation of the potential for cooperative purchases of film and video materials.

Resource Development and Evaluation

In the area of resource development, coordination was provided for the participation of Alberta Education staff in ACCESS program design development and production.

Interprovincially, branch staff continued to administer and coordinate the work of the Canadian Educational Exchange for Instructional Materials Analysis (CEIMA). To train CEIMA analysts, workshops were conducted in Alberta, Ottawa and Toronto.

A major project to evaluate computer productivity software (word processors, spreadsheets, data base managers) was completed.

Research

In the area of learning resources and technology research, two major projects were undertaken.

A follow-up to the previously completed Computers in Schools study was completed to update data relative to computer hardware purchases by schools and the uses by schools of computers in education.

The two-year video distribution demonstration project was completed and a report and recommendations were submitted to the Minister, ACCESS, and regional film centres.

Teacher Certification and Development

Report of the Director

Teacher Certification and Development evaluates teaching credentials, issues certificates, maintains files on teacher professional studies and services, and provides research and consultative services to Alberta Education, school jurisdictions, teachers and other educational groups on matters associated with teacher certification and development.

The branch also provides a service to school systems upon referral by evaluating the credentials of foreign high school students wishing to study in Alberta. Secretarial and consultative services are provided to the Certification Referral and the Certification Appeal committees. In addition, the branch administers the Teaching Professional Appeal Board and the Board of Reference.

During 1985-86, branch staff were involved in a variety of certification and development activities, including a recertification study, Early Childhood Services diplomas and interim permits review, a first year teacher study, and a teacher internship post-baccalaureate program review. In addition, the branch completed a computerized conversion of the manual file records which included the Board of Teacher Education and Certification, Board of Reference, and the Certification Referral and Certification Appeal committees.

The Council on Alberta Teaching Standards was established on July 1, 1985 as an advisory committee to provide recommendations to the Minister on matters dealing with professional and academic standards for teachers. The terms of reference for the Council covered the following areas: teacher certification and decertification, practice review of teachers, teacher education programs, professional development activities, teacher evaluation, and programs for recognizing teacher excellence. The director of the Teacher Certification and Development Branch acted as the executive secretary and the branch provided administrative support services to the council. In addition to providing support in developing the duties and functions of the council, the branch provided research and advice on the development of policies, regulations and procedures associated with the practice review of teachers. Additionally, research was conducted relating to regulations and acts governing the conduct of practice review panels of other professional associations, and the development of certification principles.

TABLE A Issue of Teaching Certificates

Permanent Certificates

Type of Certificate	Number Issued
Professional	1,599
Standard Secondary	—
Standard Elementary	—
Junior Elementary	—
Total	**1,599**

Interim Certificates

Type of Certificate	Number Issued
Professional	2,146
Standard Secondary	—
Standard Elementary	—
Junior Elementary	—
Provisional	13
Conditional	—
Total	**2,159**

Letter of Authority and Temporary Letters of Authority

During the year of April 1, 1985 to March 31, 1986, **151** Letters of Authority were issued. There were **90** Temporary Letters of Authority issued.

Interim Permits

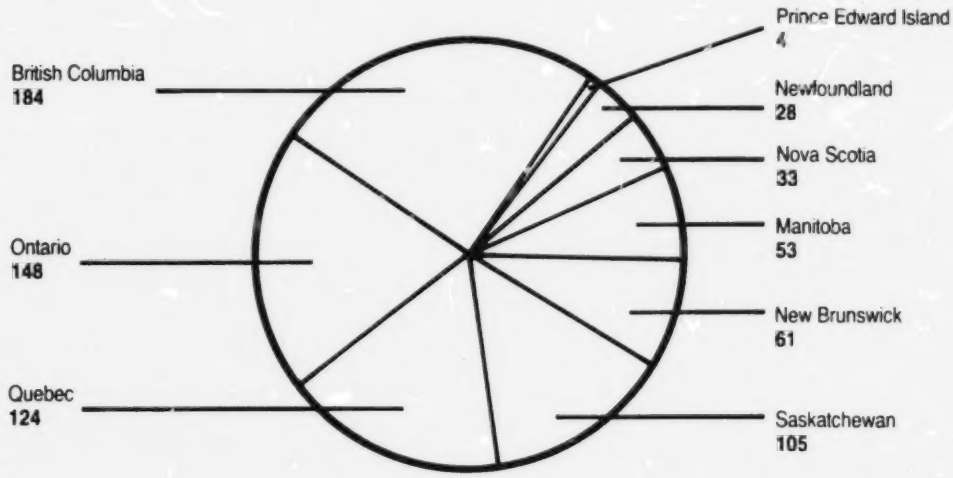
There were **125** Interim Permits issued between April 1, 1985 to March 31, 1986.

Early Childhood Services Diplomas

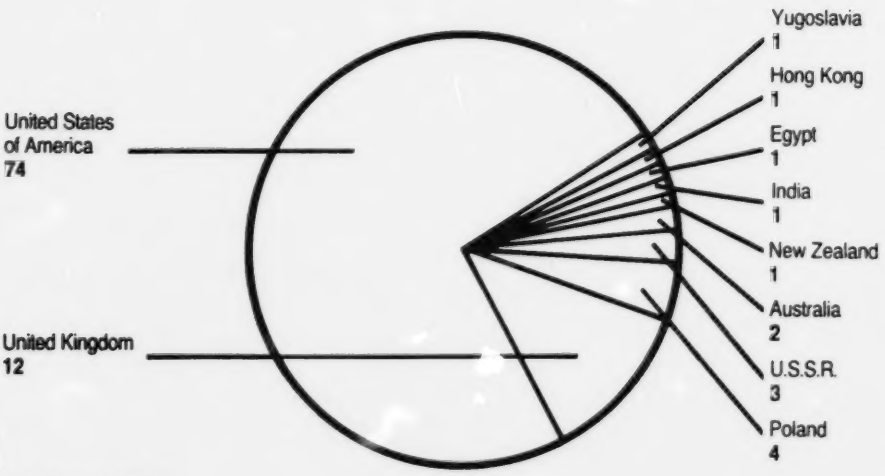
There were **355** Early Childhood Services Diplomas issued between April 1, 1985 to March 31, 1986.

FIGURE 1 Interim Certificates for Teachers Entering Alberta

From Other Provinces (Total - 740)



From Other Countries (Total - 100)



Grand Total 840

TABLE B
Issue of Professional Statements

Destination of Teacher	Number of Statements
Canada	
Alberta	16
British Columbia	165
Saskatchewan	69
Manitoba	5
Ontario	90
New Brunswick	6
Newfoundland	4
Nova Scotia	11
Prince Edward Island	—
Quebec	10
Northwest Territories	32
United States of America	1
Not Specified	51
Total	460

TABLE C
Certificates, By Type, Held by Teachers

Certificate Types	Teachers Employed by Alberta Schools	Other Schools Including Private Schools	Total
Professional	29,112	954	30,066
Provisional	31	—	31
Standard S	343	10	353
Standard E	709	26	735
Conditional	—	—	—
Junior E	812	27	839
Second Class	3	—	3
Letter of Authority	36	20	56
Standard E and S	2	—	2
Total	31,048	1,037	32,085
ECS Diploma	2,267	235	2,502
ECS Permit	199	38	237
Total	2,466	273	2,739
Grand Total	33,514	1,310	34,824

TABLE D
Degrees, By Type, Held by Teachers

Degree Types	Teachers Employed by Alberta Schools	Other Schools Including Private Schools	Total
B.Ed. Only	16,986	544	17,530
B.Ed. and Other	4,797	130	4,927
Other Bachelors Degrees	3,895	168	4,063
M.Ed. Only	2,113	39	2,152
M.Ed. and Other	50	2	52
Other Master Degrees	909	51	960
Doctorate	186	10	196
No Degrees Specified	2,112	93	2,205
Grand Total	31,048	1,037	32,085

TABLE E
High School Evaluations for Students from Outside Canada

Place of Origin	Evaluations Completed
United States of America	12
Asia	12
Europe	11
Hong Kong	10
India	9
British Isles	7
South America	5
Phillipines	4
Africa	3
West Indies	1
Australia/New Zealand	1
Other	1
Total	76

Native Education Project

Report of the Director

The Native Education Project was established in December 1984. A staff of four people was assigned to the project.

One of the project mandates was to formulate and develop a Native Education Policy for the province of Alberta. In formulating the policy, the project team met with almost every Native group and organization in Alberta for the purpose of soliciting input. The proposed policy statement has been completed and has been submitted to the Minister of Education.

A second project mandate was to initiate and develop learning resources for and about Native people for the social studies program. Fourteen projects were initiated. A cooperative effort involving Alberta Education school jurisdictions, Native groups, publishers, and students is being used to develop the materials. The current projects are developing the materials for Grades 1 to 7. Two student learning resources have been published: The Peigan: A Nation of Transition for Grade 7, topic B, and Land of the Blood for Grade 3, topic B. It is anticipated that the remaining learning resources will be completed by December 31, 1986.

The Native Education Project also undertook the task of reviewing existing books for and about Native people that could be of interest to teachers and students in provincial schools. A Native Teachers' Resource Review Committee was established to carry out a Native content analysis and a tolerance and understanding audit on each book. It is anticipated that a bibliography of approved resources will be published and circulated to all schools.

In addition, project team members were actively involved in providing consultative services to school jurisdictions, Indian bands, Metis settlements, and Native organizations.

Initiation to Teaching Project

Report of the Director

The Initiation to Teaching (Internship) Project was introduced into Alberta schools in 1985 as a two-year project. In the first year, 899 interns were employed in 123 school systems, private schools and private ECS classrooms. Interns were employed at all grade levels in all core subjects, in special education classes, in fine arts, and in coaching and supervising capacities. The majority of interns team-taught with more than one teacher, in more than one subject and grade. Interns also provided one-on-one instruction to special needs students and small group instruction for enrichment and remediation.

During the year, interns assumed progressively more responsibility in their schools; eventually many had almost regular teaching assignments. In many instances, interns introduced programs such as choir, gymnastics or computer literacy which had not existed in their schools, and in which the interns had specialized training. In most cases, interns brought new methods, ideas and enthusiasm, and provided an opportunity for members of the teaching staff and school administration to re-examine their own programs and methods.

Interns received daily informal coaching from their supervising teachers and more formal evaluations from school and system administrators. Most jurisdictions made inservice provisions to allow the interns to observe exceptional teachers in other schools as well as in their own, and to attend professional development sessions at jurisdictional and provincial levels. The majority of 1985-86 interns were offered teaching contracts in Alberta schools for the 1986-87 school year.

A 10 per cent random sample of interns was monitored by the five regional offices to ensure adherence to provincial guidelines for the project. School superintendents and private operators reported on their local projects. These reports were very positive, and requests for intern positions for the second year of the project increased to more than 1,000 positions. An evaluation of the total project, conducted by the University of Alberta with participation from the University of Lethbridge and the University of Calgary, assessed 150 interns and a comparable group of first year teachers against an extensive list of effective teaching criteria. Interns, their principals and supervising teachers, participating school superintendents, and several other groups were surveyed. A similar evaluation will occur in 1986-87. The final report will be released in the spring of 1987.

Secondary Education Project

Report of the Director

The publication entitled Secondary Education in Alberta: Policy Statement, released in June 1985, is the position of the Alberta government on the future of secondary education in this province.

An action plan for implementation of the directions outlined in this policy was released in January 1986. The action plan outlined the initiatives and timelines for instructional programs and course development, the structure to facilitate program design, and the major considerations in implementing the instructional programs.

In September 1985, a review of the six core subjects (mathematics, language arts, science, physical education, health and personal life skills, and social studies) and three instructional programs (French, Ukrainian and special education) was initiated.

Review committees and reviewers examined the current programs of studies, curriculum guides and resources in each area. Materials were examined to determine their consistency with the directions of the policy statement. Approximately 240 educators from throughout the province were involved in the process.

In August 1985, work was started on a developmental framework to assist curriculum developers and classroom teachers by depicting students' growth in cognitive, affective and physical domains. A preliminary framework was developed and several talks on the topic were presented throughout the province.

Work also began on identifying concepts, skills and attitudes expected of all high school graduates. These essential learnings are to be integrated across the curriculum. An ad hoc committee was established in March 1986 to validate the catalogue of essential learnings and the developmental framework.

Planning also began for the production of a monograph that will include suggestions to assist teachers and administrators in recognizing and adapting to the different maturity levels of students, particularly in the transition from Grade 6 to Grade 7.

Division of Program Delivery

Report of the Assistant Deputy Minister

The Assistant Deputy Minister, Program Delivery, oversees and coordinates the operations of the five Regional Offices of Education in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge; the Alberta Correspondence School, the Alberta School for the Deaf and the Support Programs Branch, which includes the Educational Opportunities Fund (EOF) Compensatory, School Food Services, Educational Exchange, the Community Schools program and School Extension programs. As well, the Assistant Deputy Minister oversees and coordinates the development of the Response Centres.

The mandate of the division is program implementation. This includes providing administrative, consultative, evaluative and planning services in support of the implementation of educational programs and direct services to students in Early Childhood Services through Grade 12.

Additional responsibilities of the Assistant Deputy Minister include participating with the Minister, Deputy Minister and other assistant deputy ministers in activities involving policy development.

During 1985-86, the Assistant Deputy Minister developed and managed the special education contingency fund, oversaw the operations of the Northland School Division, laid the groundwork for the transition of EOF Compensatory to Native Education, made operational the computer network in the division and the province-wide electronic bulletin board (ENET), achieved interim solutions to problems in various school jurisdictions, completed the computerization of the records system at the Alberta Correspondence School, and handled complaints, investigations and the conduct of field activities.

Through the regional offices, the division monitored and evaluated schools, school systems, private schools, and accredited secondary schools, assisted in the implementation of the Management and Finance Plan, and investigated school closures.

Grande Prairie Regional Office of Education

Report of the Director

The Grande Prairie Regional Office provides support services to all public and private school jurisdictions in Zone 1 with respect to their delivery of educational programs to students in Early Childhood Services through Grade 12. These services include consultation and inservice, certification and approval of programs, monitoring and appraisal of programs and services, and ensuring system adherence to provincial policies, guidelines and procedures. The Learning Assistance Centre component of the office provides psycho-educational assessment of individual students with special needs, and consultation with parents and teachers in remediation of these needs.

Surveys, investigations, evaluations and inservice activities were attended to on a regular and systematic basis during 1985-86. School evaluations were carried out in eight schools, and a system evaluation was done in one jurisdiction. Program evaluations were conducted in the areas of business education, science, social studies, and special education. Assistance was provided for district managed evaluations at the system, school and program level. Inservice activities in art, science, mathematics, guidance, language arts, social studies, music, special education, Early Childhood Services and student evaluation were conducted as well. Nineteen private schools and 14 private Early Childhood Services operators were supervised, and three teachers were evaluated for certification purposes.

A major initiative during this year was the monitoring of special needs programs. All office staff were involved with providing inservice training for system staff on the policies, procedures and guidelines, certifying performance of programs, and monitoring programs in selected schools and systems. Approximately one-third of the special needs programs were monitored. This resulted in the preparation of 68 reports including three school foundation program audits.

Other activities during 1985-86 included: assisting the Student Evaluation Branch in the development, administration and scoring of achievement tests and diploma examinations, assisting the Curriculum Branch in curriculum development, including piloting in the subject areas of art, music, French and language arts, facilitating forums for the Secondary Program Review, chairing Secondary Program Review committees, assisting the School Buildings Branch with facility needs reviews, monitoring the implementation of new and revised curricula and providing assistance to jurisdictions on the development of student, teacher, program, school and system evaluation policies and procedures.

Edmonton Regional Office of Education

Report of the Director

The Edmonton Regional Office of Education assists school jurisdictions, Early Childhood Services operators, and private schools in Zones 2 and 3 develop policies and implement programs consistent with provincial policies and guidelines. In addition, consultation and information are provided to all educational stakeholders about the educational policies and directions of the Government of Alberta and of Alberta Education, including how to access available funding. The regional office also provides senior education officials of Alberta Education with relevant information about the impact of Alberta Education programs and policies on the quality of education available to students in Zones 2 and 3.

Accreditation activities during 1985-86 included the approval of approximately 1,000 elementary and secondary school program plans. Several private school applications were received, processed, and approved. Grants amounting to $55 million were processed by the Edmonton Regional Office. Enrolment audits and resident pupil reconciliations were conducted in a selected sample of jurisdictions.

Systematic monitoring of special needs programs, the provincial evaluation policies, Alberta Education projects, and the Building Quality Restoration Program was undertaken in school jurisdictions and with private Early Childhood Services operators. Fifty-five private schools were also monitored during the 1985-86 school year. A summary report of all monitoring activities of the Edmonton Regional Office was published in July 1986. The findings will provide a basis for the allocation of consultative, evaluation, and monitoring resources of the Edmonton Regional Office for the next school term.

Evaluations conducted by the Edmonton Regional Office moved in the direction of offering leadership and assisting local jurisdictions to fulfill their responsibility related to teacher, student, school, program, and system evaluations. The regional office assisted personnel from Planning Services and School Business Administration Services in developing a systems planning and evaluation model. The system evaluations measured the extent to which education organizations, through their management activities, achieved the recognized mission and goals of education, how effectively they achieved them, and with what results. The regional office was also involved in evaluating eight community schools, eight programs, five schools, and four special education programs.

The staff of the Edmonton Regional Office served on policy and planning committees of Alberta Education, on provincial curriculum advisory committees, as well as on interprovincial and international associations and councils. The staff also provided leadership through a number of meetings and seminars including CASS (Zones 2 and 3), curriculum supervisors, private school operators, and private Early Childhood Services operators.

Red Deer Regional Office of Education

Report of the Director

The Red Deer Regional Office assists 21 public and separate school boards, 28 private schools, and 67 private Early Childhood Services operators in delivering educational programs and services to approximately 39,000 students in Zone 4.

The regional office is responsible for monitoring activities, system, school and program evaluations, consultation and information to school jurisdictions on implementing programs and services, information and assistance to the public, developing programs and services for use in schools, and feedback and information to the Deputy Minister and senior officials for their use in the decision-making process of Alberta Education. A major thrust was ensuring implementation of the Management and Finance Plan in school jurisdictions in the zone.

Monitoring activities included approving 170 elementary and secondary school plans, making visits to and preparing annual inspection reports on 28 private schools and 67 private Early Childhood Services operators, and recommending the approval of two new private schools. Through on-site visits to each jurisdiction, staff monitored the implementation of the five evaluation policies, special needs programs, Initiation to Teaching Project, work experience programs, and the Building Quality Restoration Program computer component. School Foundation Program Fund enrolment counts in three jurisdictions were audited for accuracy through on-site visits. A total of $15 million in grants for special needs programs was processed by the regional office. A report outlining the results of monitoring in the zone is in preparation and will be released in July 1986.

The regional office conducted one school system evaluation, carried out five total school evaluations, assisted five school systems with conducting evaluations of their own schools, assisted with evaluating the community school component of two designated community schools, and performed five program evaluations. A thrust in evaluation was offering leadership and assistance to school jurisdictions planning to perform more of their own system, school and program evaluations in 1986-87. Developmental work was done on designing new models for evaluations and on identifying improved criteria for use in conducting evaluations.

Individual consultants were involved in development of the high school diploma examinations and the provincial achievement tests. Consultants chaired several curriculum committees, and also chaired or worked on committees developing resource materials on monographs in physical education, special education, Early Childhood Services, and art. The office organized and conducted a workshop attended by 62 beginning teachers from the zone. Leadership and information were provided to educators in the zone through attendance at regional meetings of organizations such as CASS, the Consultants' and Supervisors' Association, the Private and Independent Schools Association, and regional coordinating committees of Early Childhood Services.

Calgary Regional Office of Education

Report of the Director

The Calgary Regional Office of Education ensures that school jurisdictions in Zone 5 comply with provincial statutes, regulations and policies relative to education.

The regional office provides a liaison and consultative function to assist various partners in education including students, school-based staff and administrators, other divisions of Alberta Education and the public. Consultative functions include advising on school programs and on matters relating to educational policy planning and implementation, accreditation and finance. The Management and Finance Plan, the five evaluation policies, and the monitoring of special needs programs have been the bases of major thrusts this year.

The Calgary Regional Office has developed a Curriculum Resource Centre to meet the needs of regional office consultants and clients in the areas of inservice, curriculum development, examination item writing and professional development. The centre is available to school system board personnel and private Early Childhood Services operators through arrangement with individual consultants or with the librarian. The Southern Alberta Materials Resource Centre was attached to the regional office during the 1985-86 term. It provided braille, large print materials and audio tapes for visual and hearing impaired students in southern Alberta.

Evaluation, survey, investigation and monitoring functions are also carried out by the regional office. Evaluations centered on the six department-stipulated priorities. At least one evaluation was oriented towards each priority; special requests and needs dictated the others. In 1985-86, staff conducted two system evaluations, five evaluations involving private schools, two evaluations of subject areas entering fourth year of implementation, one on French immersion, one on extension programs, one on the International Baccalaureate program, and three total school evaluations. One evaluation was co-chaired with a jurisdiction official to investigate the potential of such cooperative endeavors. In addition, two-year evaluation plans were started in the areas of Native education and computer utilization. Individual consultants served on several jurisdiction evaluations to provide subject area and evaluation experience and expertise.

In September 1985, the Calgary Regional Office initiated and implemented the first year of a three-year monitoring plan which focussed on the provincial monitoring priorities, the special needs monitoring handbook and the five evaluation policies. A matrix of responsibilities outlined the staff plan to conduct the monitoring of school jurisdictions, private schools, and private Early Childhood Services societies. Twelve special needs programs and the five evaluation policies were monitored using a sampling strategy; three programs were monitored in entirety.

Through the year, staff members served on policy and planning committees of Alberta Education and on a number of provincial curriculum and examination advisory committees. Evaluation and monitoring priorities plus the Secondary Education Review were the bases of the major committee thrusts.

Regional office personnel also helped organize and participated in the annual summer workshop with school jurisdiction personnel. They also provided leadership through a number of zone meetings and seminars with local jurisdictions, private schools and Early Childhood Services societies.

Lethbridge Regional Office of Education

Report of the Director

The Lethbridge Regional Office ensures that school jurisdictions and private schools in Zone 6 plan, implement, and evaluate educational programs according to provincial policies and regulations. The goals of this office are achieved through evaluating, monitoring, consulting, and supporting the functions of Alberta Education.

The evaluation of schools and school programs received considerable attention in 1985-86. Regional office consultants formed partnerships with school system personnel and external evaluators to complete 16 school evaluations and six program evaluations. The team approach encouraged school systems to assume greater ownership of the findings of evaluations. Regional office personnel benefitted by acquiring firsthand knowledge of school programs. Regional office consultants evaluated teachers for permanent certification in private schools and Early Childhood Services private operators.

A plan for monitoring special needs programs and evaluation policies was implemented in 1985-86. Information was gathered systematically from school jurisdictions and private schools to assess their level of compliance with provincial policies. The regional office audited pupil enrolments in two school jurisdictions and a private school.

Regional office consultants met regularly with teachers and administrators to discuss school curriculum and program requirements. Special attention was given to proposed changes in the secondary school program. Workshops were provided on student evaluation and the interpretation of Grade 12 provincial diploma examinations and achievements tests in Grades 3, 6 and 9.

The activities and initiatives of Alberta Education were supported by the Lethbridge Regional Office. Education consultants served on committees which developed curriculum, reviewed tests, and critiqued proposed policy statements. Elementary and secondary school program plans were examined and approved for school accreditation purposes. The introduction of a system for processing grant claim forms enabled education consultants to serve as performance certifiers and expenditure officers. The regional office advised senior education officials on issues which faced school jurisdictions and private schools in Zone 6.

Alberta Correspondence School

Report of the Director

The Alberta Correspondence School provides educational services to students with unique learning needs which cannot be met in the regular classroom. In addition to developing multi-media educational materials for Grades 1 to 12, the Alberta Correspondence School provides upgrading programs which prepare adult students for entry into senior high school courses.

During 1985-86, 27,056 new students were enrolled in a total of 42,894 courses. In addition, 13,091 students who had been registered during the previous school year continued to work on their correspondence programs. As a result, the Alberta Correspondence School served a total of 40,147 students who were enrolled in 60,332 courses during the 1985-86 school year. Registered students submitted 337,000 lessons for correction.

The Edmonton Study Centre, now in its second year in the Harley Court location, continued to play a key role in serving the needs of the Alberta Correspondence School's students. The Study Centre provides academic counselling and information, registration and test supervision services, and in addition, serves as a transfer point for lessons which are corrected by contract teachers. During the 1985-86 school year, nearly 30 per cent of all student registrations were processed through the Study Centre.

The student services provided by both the Edmonton and Barrhead offices included academic counselling and information, diagnostic testing, evaluation of out-of-province documents and supervision of final examinations. Contact between the Alberta Correspondence School and individual students and educational institutions was maintained by the educational liaison officer who travelled throughout the province in spring and fall.

Alberta School for the Deaf

Report of the Director

Twenty-one new courses were completed during the 1985-86 school year and 90 per cent of the courses which were reprinted were revised. Appropriate media components were included in many courses to augment the basic print component. Laboratory kits, audio tapes and video tapes have been produced for a great variety of courses throughout the elementary, junior high and senior high school levels. Three courses, Building Construction 12, Electricity-Electronics 12 and Mechanics 12 are now available in a computer-assisted version. At the elementary level, the school expanded its use of teleconferencing and another successful summer camp was held for Grade 5 and 6 students at Camp Yowochas on Lake Wabamun. This year's camp included activities at Thunder Lake as well as at the Alberta Correspondence School facility in Barrhead.

New equipment which was introduced in the typography and printing units contributed to the school's ongoing commitment to improve the quality of its instructional material. Well over 18 million pages were printed in the 1985 calendar year.

The Alberta Correspondence School's staff reference library, now called the Distance Education Resource Centre, holds over 14,000 titles. The cataloging project for this collection was completed during the 1985-86 school year. The school's mail-order library, which lends learning resources to students, holds approximately 16,600 additional titles.

Implementation of the school's automated records system, which began with the conversion of existing manual records in the spring of 1985, was successfully completed so that the system was fully operational during the 1985-86 school year.

The school continued its outreach and cooperative efforts through a variety of ventures, including the publication of infograms and updates for the Principal's Handbook, publication of the Correspondence Education Newsletter and judging the Rural Safety Essay competition which is sponsored by the Alberta Safety Council.

Alberta School for the Deaf provides educational, residential and related clinical programs and services for deaf students ranging in age from five to 19 years. Students attend the school at the direction of their local school jurisdiction which is responsible for the payment of tuition fees.

The educational programs of the school are based on the Alberta curriculum and are complemented by the integration of some students into vocational programs in the Edmonton Public School District. Clinical support services are provided to students by professionals in the areas of speech pathology, audiology, occupational therapy, and guidance counselling.

The Alberta School for the Deaf provides assessment and program planning services for the hearing impaired to assist local jurisdictions to maintain these students in programs close to their homes.

The total student population in 1985-86 was 110.

During 1985-86, a project planning team was established to coordinate the development of Education Response Centres in Alberta. The following goals of the Alberta Education Response Centres were developed:

1. Communications - To establish an information network that identifies issues, distributes information and allows professional consultation between educators, parents and students.
2. Training - To provide an opportunity for professionals and paraprofessionals to become aware of and develop skills in the most recent teaching techniques through inservice and teacher training and/or field placement.
3. Clinical Services and Treatment - To provide research and assistance in the area of diagnostic and prescriptive educational planning.
4. Demonstration Classes - To identify teachers and demonstration classes that can be used as models for the operation of quality education programs throughout the province.

5. Program Research and Development - To direct, coordinate and facilitate research and program development that have immediate and positive benefits to the students.
6. Resource Assessment and Development - To identify, acquire, design and develop appropriate educational resources.
7. Participation - To establish a process that will encourage parents and other interested Albertans to participate in the development and ongoing implementation of Response Centres.

The first phase of the implementation of the Education Response Centre concept is anticipated for September 1986.

Support Programs

Report of the Director

The Support Programs Branch implements policies and programs designed to support educational activities in the schools of the province. The major programs in the branch include the compensatory component of the Educational Opportunities Fund (EOF), Educational Exchange, Community Schools, School Food Services and Computer Inservice.

Educational Opportunities Fund Compensatory Program

This is a funding program which supports compensatory educational programming for disadvantaged students in selected areas of the province. Eligibility for the funding is determined on the basis of district wealth and degree of educational disadvantage within the jurisdiction. In 1985-86, this program operated in 41 school jurisdictions.

Some expansion of special programs for Native students occurred in 1985-86. Six large and five smaller urban jurisdictions operated compensatory educational programs designed to meet the special needs of Native students in urban settings.

Education Exchange

This program provides opportunities for Alberta students and teachers to participate in exchange experiences. These are designed to expand educational programs for students and, in the case of teachers, to increase professional competence.

During 1985-86, 80 high school students from Alberta and 80 from Quebec participated in the annual Alberta-Quebec student exchange program. The exchange period in each province was 13 weeks.

An Interchange on Canadian Studies conference in Halifax, Nova Scotia, was attended by 15 Alberta high school students.

More than 100 Alberta classrooms participated in Project Canada, a classroom twinning program which pairs Ontario classrooms with classrooms in other provinces. Other Alberta classrooms were twinned with classrooms in Quebec. The schools exchange information and materials.

Teacher exchanges were arranged with the United Kingdom, the United States, Australia, West Germany, Ontario and Quebec. Alberta teachers who wished to participate in European Summer Seminars for Educators were provided assistance in making contacts and finalizing arrangements.

During this period, the Support Programs Branch assumed responsibility for educational exchange activity with Hokkaido in Japan, Kangwon-Do in South Korea, and Heilongjiang in the Peoples' Republic of China, three Asian provinces with whom Alberta has special relationships. The major exchange activity during this period was in school twinning. Eight Alberta schools had a twinning relationship with schools in Hokkaido, three with schools in Kangwon-Do and six with Heilongjiang.

Community Schools

This program functions through the cooperation of four government departments to develop coordinated initiatives in community schools and community education. Its major thrust is to implement the Alberta Community School Program which encourages the development of community schools in receptive communities. In 1985-86 there were 66 designated community schools in Alberta.

School Food Services

School Food Services is responsible for the provision of up to 3,000 lunches each school day in 29 communities throughout northern Alberta. These lunches provide from one-third to one-half of the students' daily nutritional requirements.

Each community's lunch program is jointly administered by School Food Services and a local incorporated society from the client community.

During 1985-86, over 569,000 lunches were provided and 63 part-time kitchen staff worked 57,000 hours.

As part of the program, 29 part-time bookkeepers were employed to distribute and record the funds and 170 locally elected and non-remunerated board members were involved in the administration of the overall program.

Computer Inservice

Inservice training activities were conducted on a number of occasions for staff members of Alberta Education's Program Delivery Division and for several schools. The computer technology inservice consultant designed and programmed an "electronic bulletin board" system (ENET) which allows Alberta Education to communicate with personnel of school jurisdictions and other educational institutions. Document transfer and electronic messaging capabilities were also developed for use by the central and regional offices of the Program Delivery Division.

Division of Finance and Administration

Report of the Assistant Deputy Minister

The Assistant Deputy Minister of Finance and Administration provides leadership and direction for financial and administrative services in support of Alberta Education programs.

These support services include the financial administration of an operational and capital budget, including grants to school systems (in excess of $1 billion), and the general management and administration of Financial and Administrative Services, School Business Administration Services, School Buildings Services, Personnel Administration Services and the School Book Branch.

During 1985-86, the division continued to provide leadership and direction in the implementation of the Management and Finance Plan. The division was responsible for reducing and simplifying administrative requirements relating to school board financial management. In particular, a simplified budget report form was designed and implemented. As well, similar improvements are being developed in respect of the audited financial statement, program accounting and budgeting, and special education financial reporting.

One of the more significant initiatives under the Management and Finance Plan was the School Fiscal Year Change Project. The practice of reporting financial data on a calendar year basis, while operating schools on a program year, was deemed to be inefficient for planning and budgeting purposes, and for program implementation and evaluation. During 1985-86, six counties and one school district participated in a pilot project to determine the most suitable method of implementing the change. Additionally, over half of all school jurisdictions were supportive of the change and were willing to proceed with optional implementation during 1986-87.

The division also monitored the impact of funding changes resulting from the Management and Finance Plan. In particular, the sparsity factory in the equity grant was monitored and adjusted in response to the impact of changing enrolments particularly in sparse and isolated areas. Additionally, the division initiated a review of special education funding with the view to developing a special education equity factor that would automatically adjust block funding for "magnet" centres (districts serving a higher than average proportion of resident special education students).

During the period, the division continued to focus on a policy driven management system in terms of the development and implementation of policies, guidelines and procedures. The division was responsible for the continued development and implementation of the School Grants Manual, and for the completion of the School Capital Policies, Regulations and Guidelines Manual. The division also contributed to the refinement of the Program Policy Manual.

The conversion of the department's financial transaction processing system to the Central Financial System/Departmental Financial System (CFS/DFS) was completed during the period. The changes resulting from the implementation of CFS/DFS and the Management and Finance Plan required changes to the department's management systems and controls. An internal control unit was established to assist in monitoring and evaluating the adequacy of financial procedures and controls to provide direction with respect to financial administration and management. A major initiative in this regard was the development of policies for monitoring and verifying pupil enrolments and transportation costs of school jurisdictions.

School Business Administration Services

Report of the Director

The division also had a primary responsibility for the continued implementation of the 1984-88 school capital financial plan relative to the construction, modernization and restoration of school facilities. In addition to reviewing and processing numerous school capital requests, the division was involved in the completion of a number of facility related studies such as the Bus-Build Model Sensitivity Study, the Block Capital Funding Study and Pilot Project, the School Relocation Project, Planning and Designing School Computer Facilities, Modernization Guidelines, and Energy Conservation Guidelines.

The division also provided support and assistance relative to the administration and management of school jurisdictions. In particular, the division conducted, or participated in, various school or school system reviews, community school evaluations, financial audits of special needs programs and boundary reviews in various locations within the province. Additionally, the division was involved in financial and analytical studies of specific school jurisdictions, including the verification process of pupil counts.

The division also participated in major reviews of library services and electronic information processing services within the department, and in a comprehensive review of public pension policy conducted by Alberta Treasury. The division played a major role in the development of administrative policies relating to the distribution of documents, staff resource management, and management development assignments. Other changes and improvements implemented during the 1985-86 included: implementation of a training program for organizational excellence; expansion of the eligibility for subsidy discounts relating to learning resources; and the development of an electronic grants financial and statistical system.

School Business Administration Services provides support, advice and counselling in financial and administrative matters to educational groups and government departments. Its diverse services include monitoring administrative and fiscal activities of school boards, assisting in the development of statutes, regulations and policies of the department for the financial and administrative practices of school jurisdictions, and maintaining effective working relationships with school boards. The branch provides a vital role in informing, consulting, and advising local school authorities about statutes, regulations, policies, and guidelines governing their financial and administrative operations.

The branch coordinates the activities of the field administrative officers and internal administrative staff. In terms of field activities, the branch implements regulations and policies relative to capital and operational financing, processes boundary changes and the establishment of school districts, and arbitrates disputes on various financial, legal and administrative matters as requested.

During 1985-86, the branch reviewed boundaries in various locations in the province, aided the implementation of school fiscal year change, and conducted financial and analytical studies of specific school jurisdictions. As well, the branch was represented on the County Act Review, Alberta Assessment Equalization Board, the Municipal/School Boundary Committee, Lloydminster Charter Committee and several other committees.

Branch staff also monitored and examined the budgets and financial statements of local school authorities, including the financial operations of private schools and Early Childhood Services operators. In other activities with local school authorities across the province, agreements, debentures and short-term capital loans were approved and processed.

Pupil transportation reviews and studies, community school reviews, audits of special needs programs, and reviews of electoral boundaries in several zones were conducted.

The branch provided advice and assistance in a variety of school business areas. It was actively involved in presentation of courses based on financial and administrative management in conjunction with the University of Alberta at the Alberta School Business Administration Officials Short Course. Members of the branch also provided financial and administrative advice to Early Childhood Services executives at workshops in all zones. Other activities of the branch included work with local school authorities on matters relating to budgets, financial planning, capital projects and local administrative policy development. The interpretation and application of provincial statutes, regulations and orders governing the financial and administrative operations of local authorities was also a major role of the branch.

TABLE F School Districts

	1984-85	1985-86
Number of School Districts established during the year	29	37
Number of School Districts dissolved during the year	18	32
Number of School Districts in the Province including Units in Consolidated School Districts	4,364	4,369
Number of Regional School Districts in the Province	1	1
Number of Consolidated School Districts in the Province	2	2
Number of School Districts in Consolidated School Districts	7	7
Number of School Divisions and Counties in Existence	60	60

Table F School Districts (cont.)

Established During Year July 1, 1985 to June 30, 1986

Name of District	Number	Date of Establishment
Agricola	RCSSD 209	July 3, 1985
Arbutus	RCSSD 210	July 24, 1985
Garth	RCSSD 211	July 24, 1985
Sleepy Valley	RCSSD 212	July 24, 1985
Karlsen	RCSSD 213	July 24, 1985
Crimson Lake	RCSSD 214	July 24, 1985
Rosenthal	RCSSD 215	August 12, 1985
Blueberry	RCSSD 216	August 12, 1985
Ideal	RCSSD 217	August 28, 1985
Brush Hill	RCSSD 218	August 28, 1985
Ridge Park	RCSSD 219	August 28, 1985
Dubuc	RCSSD 220	August 28, 1985
Victory	RCSSD 221	September 11, 1985
Lake Mere	RCSSD 222	October 9, 1985
Dovercourt	RCSSD 223	October 30, 1985
Everdell	RCSSD 224	November 5, 1985
Oras	RCSSD 225	November 5, 1985
Taimi	RCSSD 226	November 5, 1985
McLeod Valley	RCSSD 234	December 2, 1985
Garden Valley	RCSSD 236	December 31, 1985
Stony Plain Centre	RCSSD 237	December 31, 1985
Prosperous	RCSSD 227	January 15, 1986
Pibroch	RCSSD 228	January 15, 1986
Racine	RCSSD 229	January 15, 1986
Picardville	RCSSD 230	January 15, 1986
Wood Glen	RCSSD 231	January 15, 1986
Cedar Creek	RCSSD 232	January 15, 1986
Montpelier	RCSSD 233	January 20, 1986
Ranchland	SD 5547	February 13, 1986
Trail's End	RCSSD 235	February 15, 1986
Neidpath	RCSSD 238	April 24, 1986
Maple Hill	RCSSD 239	May 23, 1986
Hardindell	RCSSD 240	June 13, 1986
Frisco	RCSSD 241	June 13, 1986
Clearwater River	RCSSD 242	June 13, 1986
Tieland	SD 5545	June 13, 1986
Banana Lake	SD 5546	June 13, 1986

Dissolved During Year July 1, 1985 to June 30, 1986

Name of District	Number	Date Dissolved
Brookville	SD 1530	June 30, 1985
Cooking Lake	SD 2625	June 30, 1985
Cooking Lake	RCSSD 196	June 30, 1985
Brookville	RCSSD 206	June 30, 1985
Sprucedale	SD 314	December 31, 1985
Sprucedale	RCSSD 175	December 31, 1985
Looma Vista	RCSSD 192	December 31, 1985
Looma Vista	SD 1724	December 31, 1985
Arbutus	RCSSD 210	December 31, 1985
Garth	RCSSD 211	December 31, 1985
Sleepy Valley	RCSSD 212	December 31, 1985
Karlsen	RCSSD 213	December 31, 1985
Crimson Lake	RCSSD 214	December 31, 1985
Dovercourt	RCSSD 223	December 31, 1985
Everdell	RCSSD 224	December 31, 1985
Oras	RCSSD 225	December 31, 1985
Taimi	RCSSD 226	December 31, 1985
Everdell	SD 2982	December 31, 1985
Oras	SD 3036	December 31, 1985
Garth	SD 3039	December 31, 1985
Taimi	SD 3076	December 31, 1985
Arbutus	SD 3176	December 31, 1985
Crimson Lake	SD 3184	December 31, 1985
Dovercourt	SD 3728	December 31, 1985
Sleepy Valley	SD 4809	December 31, 1985
Karlsen	SD 5074	December 31, 1985
Prosperous	RCSSD 227	May 28, 1986
Pibroch	RCSSD 228	May 28, 1986
Racine	RCSSD 229	May 28, 1986
Pickardville	RCSSD 230	May 28, 1986
Wood Glen	RCSSD 231	May 28, 1986
Trail's End	RCSSD 235	May 28, 1986

School Buildings Services

Report of the Director

School Buildings Services provides planning and processing for financial assistance in the construction, modernization and restoration of school facilities and administers the School Buildings Act, the School Buildings Regulation and Funding Order, the Tendering Regulation, and related programs.

From April 1, 1985 to March 31, 1986, 191 new construction items, 583 modernizaton items and 2,427 Building Quality Restoration Program (BQRP) items were reviewed and processed. The branch inspected 1,517 new construction, modernization and building restoration projects.

Branch staff met with 35 school boards during the Alberta School Trustees' Association convention in Calgary to discuss and review facility-related concerns. Staff members also participated in many meetings with various groups and school boards to discuss administrative and capital program planning and procedures. The branch was involved in 171 school evaluations, many of which were carried out in cooperation with regional offices. Numerous technical reports on schools were provided to respective school boards to help them in their planning. The School Capital Policies, Regulation and Guidelines manual was completed and sent out to school boards.

As part of the Project Space Program, new school floor plans were drawn and existing plans were updated on an ongoing basis. Up-to-date sets were made available to all school boards.

The branch initiated or completed the following facility related studies: Bus-Build Model Sensitivity Study, Block Capital Funding Study and Pilot Project, School Relocation Project, Wind Powered Project, Planning and Designing School Computer Facilities, CEFP/I School Facility Information Network, Branch Information Needs Assessment, Inventory of Potential Schools for Modernization, Maintenance Custodial Manual, Modernization Guidelines, and Energy Conservation Guidelines.

The branch also administered an energy conservation program and implemented various energy conservation projects in school jurisdictions across the province.

Plaques and/or Coats of Arms and flags were distributed to 47 official school opening ceremonies. In many cases the department was represented by branch staff.

Staff members were instrumental in planning and making presentations of school facilities to the Council of Educational Facility Planners' international, regional and chapter conferences.

TABLE G New Construction Projects Tendered

April 1, 1985 - March 31, 1986

Jurisdiction	Project Name	Date of Tender	m^2	Basic Tender Cost - $	Pro-Rated Tender Cost - $	Pro-Rated Cost Per m^2 - $	Capacity
Lethbridge RCSSD #9	St. Francis Addition	April 12/85	2 614.58	1 933 337	2 035 611	778.56	270
St. Albert PSSD #6	Sir Alexander Mackenzie Addition	April 24/85	248.44	172 065	181 168	729.22	50
St. Albert PSSD #6	Leo Nickerson Addition	April 24/85	1 009.73	634 344	667 901	661.46	-0-
Calgary RCSSD #1	St. Rose of Lima Addition	May 13/85	669.02	494 170	520 313	777.72	50
Calgary RCSSD #1	St. Cyril Addition	May 13/85	669.02	486 565	512 305	765.75	50
Cypress S. Div. #4	Irvine Addition	May 22/85	80.00	64 426	67 834	847.93	-0-
Cty. of Wheatland #16	Strathmore High School	May 24/85	5 091.08	4 604 777	4 848 369	952.33	490
Edmonton RCSSD #7	Anne Fitzgerald Addition	June 6/85	568.60	402 152	423 426	744.68	50
Brooks S. Dist. #2092	Griffin Park 2 Core Portables	June 11/85	200.00	129 655	135 905	679.53	50
Calgary S. Dist. #19	Thomas B. Riley Addition	June 13/85	1 162.10	926 295	975 296	839.25	100
Red Deer S. Dist. #104	Annie Gaetz Addition	June 21/85	220.95	255 319	267 625	1 211.25	-0-
Red Deer S. Dist. #104	Annie Gaetz 4 Core Portables	June 21/85	369.03	223 900	234 692	635.97	100
Northland S. Div. #61	Peerless Lake Addition	June 24/85	270.81	402 900	422 320	1 559.47	50
Calgary RCSSD #1	St. Hubert 4 Core Portables	July 2/85	364.32	186 981	195 994	537.97	100
Medicine Hat S. Dist. #76	Alexandra Jr. High Addition	July 3/85	518.11	417 660	437 791	844.98	75
Ft. Vermilion S. Div. #52	Rainbow Lake Addition	July 4/85	613.19	636 686	667 344	1 088.36	125
Ft. Vermilion S. Div. #52	Ft. Vermilion Addition	July 4/85	985.22	827 500	867 385	880.40	25
Leduc S. Dist. #297	Leduc Jr. High Addition	July 5/85	84.72	61 685	64 658	763.20	-0-
Camrose RCSSD #60	St. Patricks Addition	July 9/85	157.94	154 853	162 317	1 027.71	-0-
Peace River S. Div. #10	Kennedy 2 Core Portables	July 12/85	227.04	179 700	188 362	829.64	50
Edmonton S. Dist. #7	Relocation of 4 Core Portables	July 22/85	N/A	126 871	126 871	N/A	N/A
Cty. of Red Deer #23	J. Wilson Addition	July 22/85	742.95	591 276	619 775	834.21	-0-
Spirit River S. Div. #47	Savanna Addition	July 22/85	133.78	99 800	105 079	785.46	-0-
Spirit River S. Div. #47	Wanham Addition	July 22/85	18.00	38 200	40 041	2 224.50	-0-
Ft. McMurray RCSSD #32	St. Paul 3 Core Portables	July 23/85	342.74	225 898	236 786	690.86	75
Sturgeon S. Div. #24	Redwater Addition	July 23/85	1 179.29	1 080 409	1 132 485	960.31	175
Sturgeon S. Div. #24	Ochre Park 2 Core Portables	July 23/85	243.40	108 378	113 601	466.73	50
Cty. of Vermilion River #24	Kitscoty Addition	July 30/85	421.30	391 633	410 509	974.39	100
High Prairie RCSSD #56	St. Andrews Addition	Aug. 1/85	18.00	49 720	52 116	2 895.33	-0-
Mount Rundle S. Div. #64	Canmore 2 Core Portables	Aug. 8/85	199.37	142 399	149 263	748.67	50
Ft. McMurray S. Dist. #2833	Timberlea 8 Core Portables	Aug. 16/85	1 025.95	499 837	523 930	510.68	200
Lakeland RCSSD #150	Notre Dame Jr. High Addition	Aug. 19/85	1 022.66	817 278	856 670	837.69	80
Cty. of Lacombe #14	Alix Addition	Aug. 21/85	985.21	978 276	1 025 429	1 040.82	25
High Prairie S. Div. #48	Kinuso Addition	Aug. 27/85	709.00	600 000	628 920	887.05	-0-
High Prairie S. Div. 48	G.P. Vanier Addition	Aug. 27/85	440.00	330 000	345 906	781.96	50
Calgary RCSSD #1	Six (of 10) Core Portables	Aug. 29/85	546.48	286 789	300 612	550.09	150

New Construction Projects Tendered
April 1, 1985 - March 31, 1986

Jurisdiction	Project Name	Date of Tender	m^2	Basic Tender Cost - $	Pro-Rated Tender Cost - $	Pro-Rated Cost Per m^2 - $	Capacity
Edmonton S. Dist. #7	LaPerle 4 Core Portables	Sept. 11/85	416.81	288 700	302 615	726.03	100
Cty. of Strathcona #20	Sherwood Heights Jr. High Addition	Sept. 12/85	358.80	422 900	443 284	1 235.46	50
Brooks S. Dist. #2092	Brooks Jr. High Addition	Sept. 20/85	2 158.79	2 088 795	2 184 475	1 014.21	70
Brooks S. Dist. #2092	Brooks Jr. High Addition	Sept. 20/85	298.08	290 110	304 094	1 020.18	20
East Smoky S. Div. #54	Fox Creek Addition	Sept. 24/85	309.98	242 190	253 863	818.97	50
East Smoky S. Div. #54	Fox Creek 5 Core Portables	Sept. 24/85	475.74	312 000	327 038	687.43	125
Rocky View S. Div. #41	Cochrane High Addition	Sept. 24/85	2 156.29	1 805 666	1 892 699	877.76	125
Rocky View S. Div. #41	Airdrie 10x8 Jr. High Core School	Sept. 24/85	4 157.87	3 178 000	3 331 180	801.17	390
Ft. McMurray S. Dist. #2833	Thickwood Heights Sr. High School	Oct. 4/85	9 898.67	15 717 000	16 474 559	1 664.32	880
Cty. of Leduc #25	New Sarepta Jr./Sr. High Addition	Oct. 8/85	1 202.43	1 088 993	1 136 242	944.95	25
Lloydminister Public S. Div.	Winston Churchill 2nd Core Portable	Oct. 15/85	80.27	57 800	60 586	754.78	25
Calgary RCSSD #1	Sundance Expanded Core School	Oct. 21/85	4 081.31	3 384 000	3 547 109	869.11	390
Northland S. Div. #61	Gift Lake Addition	Nov. 6/85	368.05	994 849	1 042 800	2 833.31	25
Calgary S. Dist. #19	Crescent Heights High Addition	Nov. 14/85	1 736.03	1 336 500	1 400 919	806.97	75
Calgary S. Dist. #19	Crescent Heights 8 Core Portables	Nov. 14/85	885.97	507 682	532 153	600.64	200
Cty. of Warner #5	Northside Elem. Addition	Nov. 19/85	380.79	226 963	237 902	624.76	25
Cty. of Warner #5	Northside 4 Core Portables	Nov. 19/85	351.06	178 995	187 623	534.45	100
Lakeland S. Dist. #5460	H.E. Bourgoin Core Portable	Nov. 29/85	89.18	26 759	28 049	314.52	25
Lloydminster Public S. Div.	Lloydminster High Addition	Dec. 17/85	2 925.13	1 877 743	1 968 250	672.88	475
Calgary RCSSD #1	10 Core Portables	Dec. 30/85	910.80	450 197	471 897	518.11	250
Cty. of Lac Ste. Anne #28	Alberta Beach 6x6 Core School	Jan. 2/86	2 386.32	2 140 266	2 743 427	940.12	225
Ft. McMurray RCSSD #32	St. Anne Addition	Jan. 14/86	769.97	673 000	705 439	916.19	100
Grande Prairie RCSSD #28	St. Gerards Addition	Jan. 15/86	1 531.89	1 442 563	1 512 094	987.08	175
Lethbridge S. Dist. #51	Wilson Jr. High Addition	Feb. 11/86	855.04	839 288	879 042	1 028.89	75
Cty. of Parkland #31	H.W. Pickup Site Improvements	Feb. 20/86	---	121 854	---	---	---
Cty. of Parkland #31	H.W. Pickup Addition	Feb. 20/86	25.30	46 500	48 741	1 926.52	-0-
Cardston S. Div. #2	Hillspring Mini Core School	March 5/86	1 873.98	2 044 730	2 136 334	1 140.00	150
Cardston S. Div. #2	Glenhill Addition	March 5/86	1 534.60	1 715 104	1 791 940	1 167.69	225
Spirit River S. Div. #47	Bonanza Addition	Mar. 11/86	459.92	307 000	320 754	697.41	-0-
Lethbridge S. Dist. #51	Westside 8x8 Core School	Mar. 11/86	3 336.00	2 912 223	3 042 691	912.08	300
Lethbridge S. Dist. #51	Westside 8 Core Portables	Mar. 11/86	797.80	416 131	434 773	544.96	200
Cardston S. Div. #2	Eastridge Elem. (Power)	Mar. 13/86	---	223 000	238 610	---	---
Whitecourt S. Dist. #2736	Central 8 Core Portables	Mar. 20/86	654.28	423 825	442 813	676.79	200
Whitecourt S. Dist. #2736	Central Addition	Mar. 20/86	404.10	364 000	380 307	941.12	-0-
Lethbridge S. Dist. #51	Gilbert Paterson Addition	Mar. 21/86	170.99	221 207	231 117	1 351.64	25
Acacia S. Div. #8	Warren Peers Addition	Mar. 31/86	13.61	7 500	7 836	575.75	---
Totals					71 587 864		7 690

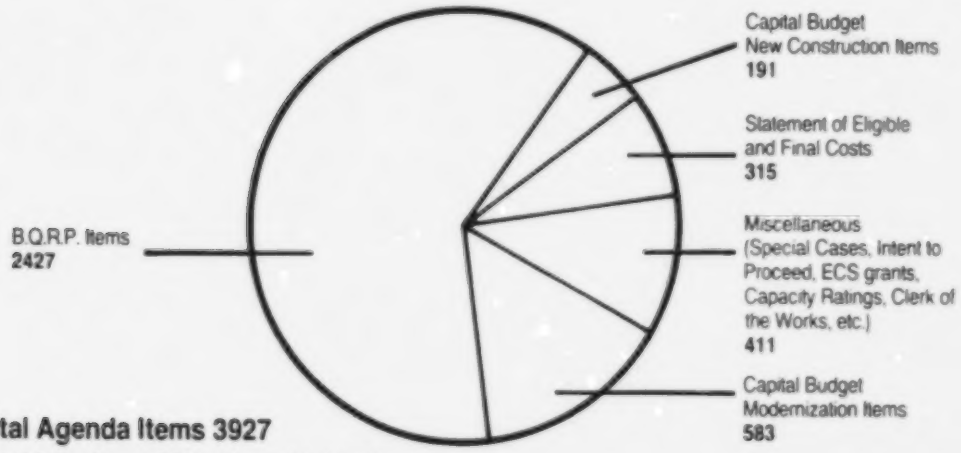
TABLE H New Construction Schemes Other Than By Public Tenders

April 1, 1985 - March 31, 1986

Jurisdiction	School Name	New	Add.	Ren.	Port.	Description	Tender Scheme Date	Gross Area - m^2	Estimated Cost - $	Cap.
Calgary S.D. #19	Lord Beaverbrook Addition		•			Voc. Ed.	April 12, 1985	258.04	340 000	-0-
Grande Prairie S.D. #2357	Crystal Park 4 Core Portables	•			•	4 Dry Core Port.	June 5, 1985	366.05	272 424	100
Cty. of Lethbridge #26	R.I. Baker 2 Core Portables	•			•	2 Dry Core Port.	June 4, 1985	234.68	105 350	50
Cty. of Parkland #31	Broxton Park (Spruce Grove) 4 Core Portables	•			•	4 Dry Core Port.	July 15, 1985	451.61	230 000	100
Cty. of Parkland #31	Eldorado (Drayton Valley) 1 Core Portable	•			•	1 Dry Core Port.	July 15, 1985	104.82	52 000	25
Cty. of Parkland #31	Graminia 1 Core Portable	•			•	1 Dry Core Port.	July 15, 1985	104.82	52 000	25
Rocky View S. Div. #41	Dr. J.W. Collett Addition		•			Non-inst. Area	July 25, 1985	27.62	28 715	-0-
Yellowhead S. Div. #12	Niton Addition		•			Gym, etc.	July 29, 1985	1 010.00	890 000	-0-
Yellowhead S. Div. #12	Wildwood Addition		•			Gym, 2 CR's, LS	Aug. 1, 1985	1 414.11	1 120 900	75
Lakeland RCSSD #150	Assumption Addition		•			Non-inst. Areas	Aug. 27, 1985	106.98	143 038	-0-
Vegreville CSSD #16	St. Mary's Addition		•			Science and Stage, etc.	Sept. 18, 1985	331.35	300 000	25
Calgary S.D. #19	Nickle Jr. High Addition		•			1 station Music/ancillary	Oct. 4, 1985	226.49	399 500	25
Edmonton RCSSD #7	St. Charles 2 Core Portables	•			•	2 Dry Core Port.	Oct. 24, 1985	206.03	108 400	50
Cty. of Leduc #25	Beau Meadows Port. Corridor		•			Conn. Corr.	Dec. 17, 1985	94.64	67,518	-0-
Calgary S.D. #19	Patrick Airlie Addition		•			Non-inst. Areas	Feb. 24, 1986	148.38	198 720	-0-
Totals									4 308 565	475

FIGURE 2 Frequency and Type of School Buildings Board Agenda Items

April 1, 1985 - March 31, 1986



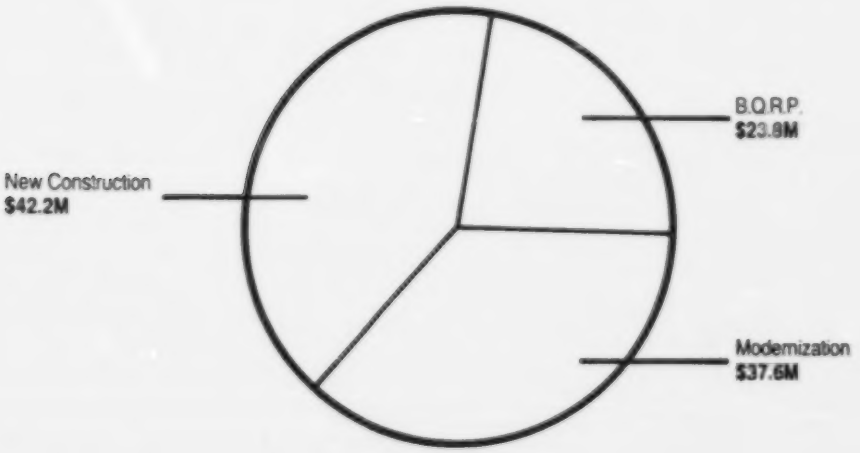
Total Agenda Items 3927

Total Number of Meetings Held 42

Refer to Tables G and H for a summary of new construction projects for which tenders and other schemes of construction were approved during the period April 1, 1985 to March 31, 1986.

FIGURE 3 Government Funds Allocated by Programs

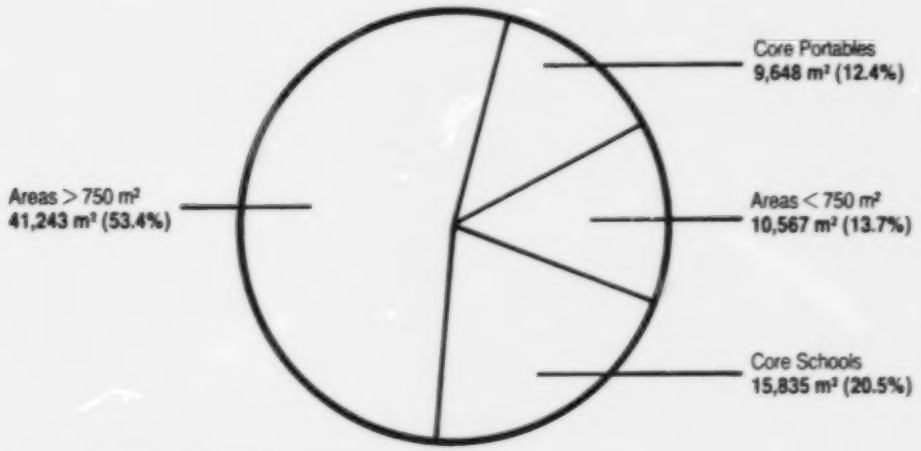
April 1, 1985 - March 31, 1986



Total Allocation $103.6 M

FIGURE 4 Construction of New Facilities

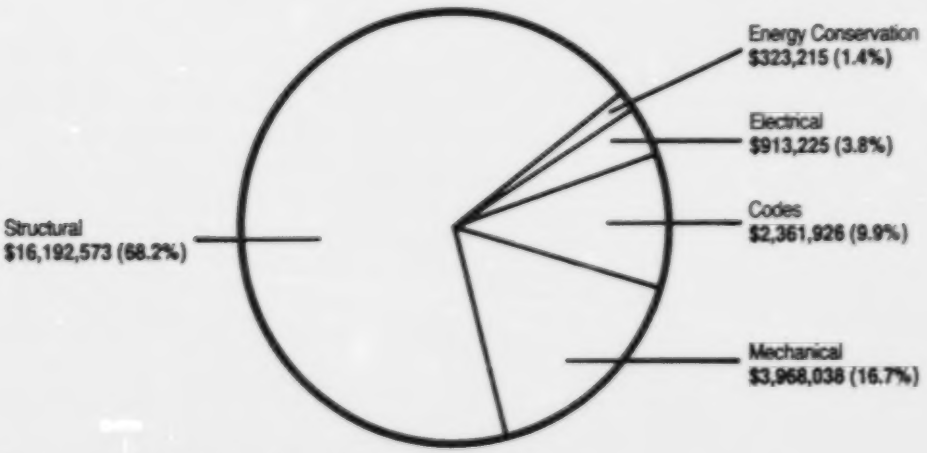
April 1, 1985 - March 31, 1986



Total Area Constructed 77,293 m²

FIGURE 5 Expenditures on Components of the Building Quality Restoration Program (B.Q.R.P.)

April 1, 1985 - March 31, 1986



Total Expenditures $23,758,977

Financial and Administrative Services

Report of the Director

Financial and Administrative Services develops, coordinates, and implements operational policies and procedures related to the planning and administration of school finance, departmental budgets, financial operations, administrative support and library services. This is done to ensure compliance with government and department regulations, policies, guidelines and procedures.

In addition, the branch was extensively involved in initiatives relating to the administration of educational funding in Alberta. These included support for the successful negotiation of a four per cent increase in grants to schools and the implementation of equity grant funding. The branch was also involved in the development and policy analysis of the new School Act, particularly with respect to the redistribution of Electric Power and Pipeline assessment and redistribution of Supplementary Requisition corporate assessment between public and separate school jurisdictions.

An important activity during the year was the establishment of an internal control unit to monitor financial control standards and to provide advice and assistance to all branches with respect to financial control. The second phase of the library review was completed during the year and the branch's local area microcomputer network was installed and analyses of divisional applications begun. The branch was also involved in the conversion of transaction processing to the Central Financial System/Departmental Financial System (CFS/DFS). These systems provide necessary information for centralized payment processing and reporting while facilitating management and transaction reporting within the department. Throughout the conversion the high financial administration standards of the department were maintained.

The branch's activities during 1985-86 are divided into four areas of responsibility.

Administrative Support Services

The Administrative Support Services section consists of four units: Accommodation Services, Central Support Services, Records Services, and Departmental Word Processing Services. During 1985-86, the Accommodation Services unit coordinated and administered the following major projects:

- relocation of the Native Education unit;
- expansion of the Northern Materials Resource Centre;
- accommodation to support CFS/DFS;
- relocation of the Curriculum Branch;
- relocation of Secondary Education, Language Services, Early Childhood Services and Legislative Services branches;
- telephone upgrades throughout the department; and
- coordination of various electrical services requirements to support computer installations.

Central Support Services provided a leadership role to support the successful implementation of the Distribution of Alberta Education Document Policy, Guidelines and Procedures.

In 1985-86, Records Services realized savings to Alberta Education of $100,264 through the transfer of 680 cu. ft. of public records to the Alberta Records Centre; the transfer of 18 cu. ft. of public records to the Provincial Archives; and destruction of 8,124 cu. ft. of public and non-public records.

The unit generated revenues of $788.75 by providing school histories and pupil/teacher lists to the public, and provided 162 proof of age/name/attendance documents to the public at no charge.

Finance Operations

Finance Operations provides broad and coordinated financial operations to all branches and program areas of the department, ensuring that accounting structures and internal controls and external monitoring are in accordance with prescribed government standards. Finance Operations also provides regular departmental services of Central Accounts, Revenue Administration, Central Mail, Inventory Control, and Internal Control.

An important activity during the year was the coordination and administration of a major accounting and financial computerization system conversion for the department. The first phase of this initiative was the conversion from the Alberta Financial Information System (AFIS) to the new Management Science of America (MSA) system (Central Finance System/Central Direct Entry - CFS/CDE). The second phase was the implementation of the Departmental Finance Systems/Remote Data Entry - DFS/RDE.

In accordance with the increased emphasis on monitoring under the Management and Finance Plan and the CFS/DFS accounting system, an internal control unit was established within the Finance Operations section. The purpose of this unit is to assist the senior financial officer in monitoring and evaluating the adequacy of financial procedures and controls to provide direction on financial administration and management within the department.

Finance Operations has also been involved with the coordination of the verification process of pupil counts, policy development for monitoring pupil enrolments and transportation costs of school jurisdictions, and department monitoring standards under the Management and Finance Plan.

Financial Planning

The financial planning section determines the financial implications of policies, coordinates the development of the department budget to support these policies, and manages systems to allocate and control funds budgeted for school grants.

In 1985-86, the section processed grant payments totalling $1.3 billion to school boards, private schools and private operators of Early Childhood Services programs. In support of the implementation of the Management and Finance Plan, a school grants manual was rewritten to further improve grant information available to school officials responsible for obtaining provincial funds. Grant application forms were simplified where possible and payment policies revised to further support the Management and Finance Plan.

The development of an electronic grants financial and statistical system to increase efficiency and provide better management reporting was begun. Systems for processing and recording grants and grant-related data were revised.

The section coordinated the development of the 1986-87 department budget and supported successful negotiation of a four per cent increase in grants to schools. The section undertook financial studies in support of development and policy analysis of the new School Act. This included analysis of the impact on school jurisdictions of proposed redistribution of Electric Power and Pipeline Assessment and redistribution of Supplementary Requisition corporate assessment between public and separate jurisdictions.

The section expanded its microcomputer systems and improved financial and statistical modelling to assist the development of school finance policy. The section used this capability to simulate the impact of school finance policy alternatives.

School Book Branch

Library Services

Library Services plays a major role in the department in the acquisition, organization and distribution of information resources. The library provides an extensive range of services including the development of internal and external databases that are tailored to the department's unique information requirements.

To improve access to the internal information of the department, the library developed a database of the department's publications. The database now has 4,000 bibliographic records. From the database, a catalogue is prepared listing publications available for distribution to provincial schools and educational institutions.

Full-text searching services of internal databases, developed and customized by the library, were introduced to the department. Department staff are able to dial into the system with microcomputers and modems, and read complete news articles on educational issues that are down-loaded daily from the national and international wire services. Current educational research information from the ERIC database, and departmental publications along with indexed abstracts are also available with this service.

An online catalogue of a portion of the departmental database currently being developed and maintained on the national information network (UTLAS) was successfully loaded onto the inhouse BRS Search System. The full-text searchable system allowed online access to these departmental resources. This prototype database will be used to download the 65,000 bibliographic records now in the UTLAS database.

The BRS Search System full-text searching and retrieval capabilities was successfully tested on the special education zone reports for 1984-85. The zone reports were entered full-text into the system from dial-in terminals, indexed by the library information staff and departmental users tested the searching capabilities of the system.

Report of the Director

The School Book Branch provides learning resources to students, teachers, and administrators with an emphasis on courtesy, promptness, accuracy and economy. The branch also serves as an economical source of departmentally approved learning resources for approved Alberta schools, and an economical source of educational and other supplies and services for technical post-secondary institutions. The branch provides special order services as required, and occasionally serves as an economical outlet for other government services.

Net sales for 1985-86 were $18,126,258 which represents a decrease of $471,115 or 2.5 per cent. The slight decrease in sales was likely due mostly to restricted ordering by schools in anticipation of upcoming major learning resource changes resulting from the Secondary Education Review. The School Book Branch experienced approximately a nine per cent price increase in the purchase of stock, which in turn is reflected in net sales. A categorization of sales indicated: $10,144,408 for basic learning resources, $3,123,554 for recommended resources, $651,018 for special orders, $11,920 for microcomputers, $45,548 for supplies and $4,149,810 aggregately for the NAIT, SAIT and Alberta College of Art retail outlet bookstores. The School Book Branch administered a basic learning resource subsidy acquisition grant which provided "pass through" grants to school jurisdictions in the amount of $2,536,102 for the purchase of basic learning resources.

A fundamental change took place with respect to the 25 per cent basic learning resource subsidy acquisition grant. The eligibility of school authorities was expanded to include DND schools, band-operated and federal government administered Indian schools and the faculties of education at the three Alberta universities. Additionally, all school authorities had to complete a simplified, one-time grant application in order to receive the pass through subsidy discount grant if they met certain requirements.

A major impetus during the fiscal year was placing an increased priority on enhancement of customer and client services. The 1985-86 Annual Catalogue was expanded and improved to include all stock items, identify those basic and recommended learning resources that teachers could use but which were no longer available, and note changes of "prescribed" to "basic" denotations. An expediting back order system was introduced in the fall of 1985 to get out-of-stock orders to teachers more quickly. During the summer of 1985, new computing resources were acquired to provide new and improved financial and operational management information. A Data General MV8000 computer, and financial and inventory management systems were acquired. During the fall of 1985 and spring of 1986, old EDP systems were converted to a new computer and plans were developed to expand the management information base. Fundamental work processes, systems and reorganization reviews were also initiated.

The branch undertook 54 major special distributions on behalf of the Minister of Education and other government departments. These distributions consisted of materials such as diploma examinations, achievement tests, Canadian Encyclopedias, and Alberta Education documents. An inbound fiscal year transportation contract was awarded for approximately 991 tons of educational materials which were shipped mostly from eastern Canada.

TABLE I School Book Branch

	1985-86	1984-85	1983-84	1982-83
Net Sales	$18 126 258	$18 597 373	$18 029 558	$19 848 772
Basic	10 144 408	10 543 588	10 017 468	10 127 211
Recommended	3 123 554	3 282 345	3 325 412	3 030 297
Special Orders	651 018	582 920	566 145	375 746
Computer	11 920	266 862	494 598	2 780 530
Supplies	45 548	23 374	--	--
NAIT, SAIT, ACA bookstores	4 149 810	3 898 284	3 625 935	3 534 988
Subsidy	2 536 102	2 635 897	2 504 367	2 501 421

Personnel Administration Services

Report of the Director

Personnel Administration Services facilitates the achievement of departmental and branch goals by enabling management to provide and maintain an effective department workforce in accordance with the Public Service Act, the Public Service Employee Relations Act and the Occupational Health and Safety Act. The Personnel Administration Services Branch advises in the interpretation of the personnel policies and programs for the staffing, utilization and development of Alberta Education employees. During 1985-86 the branch conducted the following:

- 78 open competitions
- 7 internal competitions
- 189 position classification reviews
- 2 grievances heard through the grievance procedure
- 3 two-day supervisory in-departmental training sessions
- 3 one-day induction sessions

Major developments occurred in the staff resource management program where, in cooperation with the Planning Services Branch, there was the implementation of a training program for organizational excellence, the approval of a staff resource management policy, guidelines and administrative procedures, and the research and analysis of department staff turnover. Other initiatives include the application of the management inventory survey and adoption of a management developmental assignment policy.

Efforts in the Occupational Health and Safety program are resulting in low accident injury statistics and employees are becoming more aware of safety concerns.

TABLE J Department Staff Complement

All positions (Excluding Wages) **as of March 31, 1986**

Branch	Filled	Vacant	Total
Minister's Office	8	0	8
Deputy Minister's Office	5	0	5
A.D.M., Finance and Administration	4	0	4
Financial and Administrative Services	78	9	87
Legislative Services	5	3	8
School Business Administration Services	17	0	17
School Buildings	28	4	32
Personnel Administration Services	11	0	11
Communications	4	0	4
A.D.M., Planning and Evaluation	3	0	3
Student Evaluation	46	3	49
Planning Services	30	5	35
Computer Services and Data Management	50	3	53
A.D.M., Program Development	5	0	5
Early Childhood Services	4	0	4
Special Educational Services	10	2	12
Language Services	22	5	27
Media and Technology	11	1	12
Curriculum	27	2	29
Teacher Certification	19	5	24
A.D.M., Program Delivery	6	0	6
Alberta Correspondence School	159	12	171
Alberta School for the Deaf	78	21	99
Grande Prairie Regional Office	23	2	25
Edmonton Regional Office	55	6	61
Calgary Regional Office	39	3	42
Lethbridge Regional Office	15	0	15
Red Deer Regional Office	16	1	17
Support Programs	20	3	23
TOTAL	798	90	888
*School Book Branch	57	4	61

* This Branch is referred to as a statutory appropriation and is not included in the Department's regular staff complement, although the Department is charged with the general administration of the Branch.

Division of Planning and Evaluation

Report of the Assistant Deputy Minister

The Division of Planning and Evaluation is made up of four major areas: Planning Services, Student Evaluation, Computer Systems and Data Base Management, and Legislative Services. In 1985-86 direct responsibility for the Legislative Services Branch was shifted from the Deputy Minister's office to this division. The Assistant Deputy Minister is responsible for general supervision of these branches and participates in all policy development activities of the department.

During 1985-86, the Assistant Deputy Minister was involved in these activities:

- the development of amendments to the County Act;
- the preparation of the first draft of principles which would support a new Teaching Profession Act;
- chairing the steering committee of the Electronic Information Processing Needs Study for the department;
- serving as Alberta Education's representative on the Council on Alberta Teaching Standards;
- the review of secondary education and the School Act review.

In addition, the Assistant Deputy Minister served the Canadian Education Association as second vice president and as a member of the advisory group which prepared a report regarding conversion of the Canadian Education Index to an on-line data base. He chaired the elementary/secondary priorities committee of the Council of Ministers of Education, Canada, which was responsible for putting in place an on-line computer software data base and initiating a review of provincial action in women's issues in education. He served as acting chairman of the board of directors of the Agency for Instructional Technology since February 1986 and chaired a committee which developed and presented to the board a mission statement, a statement of operational objectives and an analysis of the current environment in which the agency operates.

Planning Services

Report of the Director

The Planning Services Branch provides a broad range of services supporting initiatives undertaken to address the current and emergent needs of students. These services comprise planning, policy analysis and development, program evaluation, and the development of corporate information systems.

The branch also manages the Educational Research Program. Each year grants are provided to school jurisdictions, educational institutions, or individuals for conducting projects designed to enhance the quality and equity of educational opportunities for students. The information collected from these projects is used to determine how positive changes can be brought about in educational programs, learning environments, and the instructional practices and management activities of teachers and administrators.

Planning

The planning unit assists Alberta Education in developing short and long-term plans which set out educational priorities, goals, and objectives, and the resources needed for realizing current and anticipated initiatives. Specific activities of the planning unit included:

- coordinating the further implementation of the Management and Finance Plan;
- scanning, monitoring and analyzing trends and issues which affect education in Alberta;
- preparing forecasts of student enrolments, and teacher supply and demand;
- developing plans for improving the coordination and integration of departmental planning and budgeting, monitoring, auditing, and evaluation activities;
- helping to develop and implement a staff resource management plan to assist departmental employees in realizing the missions and goals of Alberta Education;
- implementing the first phase of the Towards Excellence Program to enhance educational leadership and management.

Policy Analysis and Development

This unit assists the department in analyzing, developing and implementing provincial policies, and in assessing policy implications for the review and evaluation of educational initiatives. Specific activities of the unit included:

- revising and further developing the Program Policy Manual which outlines policies, guidelines, and procedures to be followed by school jurisdictions when accessing provincial funds;
- assisting in monitoring and implementing the Management and Finance Plan and in developing inservice materials to help school jurisdiction staffs undertake local initiatives in accordance with the goals of the plan;
- assisting the Program Delivery Division to develop and implement the Response Centres, and to develop, test and implement a policy/program monitoring system for special needs programs;
- assisting the Program Development Division to develop a Native education policy;
- participating in developing a departmental policy for private schools, home schooling, community schools, equity, basic instruction, off-campus vocational education, religion courses, and a position paper on the Teacher's Salary Qualification Board;
- developing monitoring guidelines for the Initiation to Teaching Project;
- coordinating the development and implementation of annual education reports;
- assessing policy implications for a variety of departmental position papers and initiatives;
- beginning to assess the effects of provincial evaluation policies that have been implemented.

Program Evaluation

The program evaluation unit develops, manages, and evaluates educational projects. These projects assess the effectiveness and efficiency of provincial and school district programs, organizational units of the department, and provincial, school system, school and classroom management practices. The 1985-86 priorities for conducting projects were: 1) teaching effectiveness, 2) implementation of evaluation policies, 3) the management of education, 4) special education programs, and 5) the educational uses of technology.

Twenty comprehensive evaluation studies and related reports were completed. As well, staff of the program evaluation unit were involved in the following activities:

- administering a cluster of studies which reviewed and identified teaching practices and skills, which lead to improved instruction and student learning;
- assisting in coordinating and developing a set of inservice materials comprised of a manual, 30 video tapes, a trainer's handbook, and supplementary reference texts to support educators in enhancing the quality of instruction in Alberta schools;
- designing a comprehensive study for evaluating the Initiation to Teaching Project;
- developing and testing models for evaluating school systems' effectiveness in providing the best possible education at the lowest possible cost;
- evaluating the Alberta Correspondence School and developing recommendations for enhancing the management of distance education in Alberta;
- evaluating the management of education in the Lac La Biche School District and making recommendations for enhancing current practices;
- reviewing departmental library programs and services and examining alternative methods for delivering required services;
- conducting a series of pilot projects to determine the best means for changing the school fiscal year from a calendar year (January to December) to a program year (September to August) to facilitate the reporting of financial information;
- examining and updating school construction costs, and exploring engineering strategies that give better value for the money spent;
- administering an innovative study that examined the effects of color and light on the well-being and performance of elementary school children, and showed results which could yield net social benefits in the range of $85 million per year in Alberta;
- assisting in conducting an evaluation of the Community School program, and developing recommendations for delivering the program;
- administering a series of studies which examined programs, related selection and evaluation procedures, and learning resources to help educators facilitate the development of gifted and talented pupils;
- examining a new remedial approach designed to help low-achieving students learn "how to learn";
- examining and identifying discrepancies between what pupils are expected to understand through the 1982 Alberta Elementary School mathematics program, and what pupils are actually able to understand at their different stages of growth;
- reviewing the literature, instructional programs, materials, and the personal and environmental factors which affect the education of girls;
- administering a number of projects which identified the skills and understandings which students develop in using computers, and curriculum courseware in mathematics and language arts;
- participating in the development and implementation of initiatives related to Secondary Education, the Management and Finance Plan, Staff Resource Management, and the Educational Research Program.

Legislative Services

Corporate Information Systems

This unit assists the department in planning, administering and enhancing office automation, and electronic data processing systems. The unit was involved in the following activities:

- conducting a series of projects which determined how computer systems and local area networks could best be used for the more efficient management of school information;
- assisting a departmental steering committee to conduct the "Electronic Information Needs Study" which examined the best organizational means for coordinating, integrating and managing electronic information processing;
- assisting an interdivisional task force to review office automation needs, and improve the process for acquiring office equipment;
- conducting analyses to help branches identify their office automation needs, acquire appropriate equipment, and provide training sessions for staff;
- responding to a broad range of information requests including the analysis and interpretation of complex statistical data.

Communications

Planning Services maintained effective working relationships with school systems and educational associations. The branch also began enhancing the communication of findings from the educational projects conducted, and coordinated a series of workshops on improving and evaluating teaching performance, school system evaluation, and effective educational management practices.

Report of the Director

Legislative Services coordinates legislation and regulations for the department and monitors the development of policies and procedures related to legislation, the administration of contracts, the coordination with the Attorney General's department of requests for legal opinions, management of litigation matters involving Alberta Education, interpretation of legislation and legal opinions and research of educational-legal matters.

During 1985-86, the branch continued to provide assistance to the Policy Advisory Committee of Members of the Legislative Assembly in the review of the School Act. The Policy Advisory Committee visited 19 centres throughout Alberta and met with over 150 groups within the community for the purpose of hearing oral presentations. Some 800 written submissions were received by the committee and reviewed by the internal project team under the direction of the Deputy Minister.

In a consultation with the Alberta Attorney General, general guidelines were prepared for two committees established by the Minister, the first being the Council on Alberta Teaching Standards (COATS) and the second, the Provincial Placement Appeal Committee. The branch provided support to the Attorney General's Department in strategy and preparation of court cases on francophone education rights under s.23 of the Canadian Charter of Rights and Freedoms, special education, home schooling, school user fees, disengagement of a joint high school and appeals of two unapproved private school cases.

In consultation with the Alberta Attorney General, legal opinions were provided in the areas of interpretation of the School Act, school boards' authority, department responsibilities and constitutional concerns. The branch processed ministerial orders and prepared recommendations for Orders in Council related to a number of areas. These included the establishment of Ministerial Advisory Committees, regulations and amendments to regulations, changes in school boundaries, debenture borrowing, appointment of official trustees and establishment of school districts. The contracts processing system was enlarged and provided uniformity in contracting throughout the department.

Student Evaluation

Report of the Director

The branch assisted in the development of a new home schooling policy and in cooperation with Alberta Social Services and the Solicitor General's department, proposed an information package on the Child Welfare Act and the Young Offenders Act to be distributed to schools.

The branch represented the department on the Inter-Departmental Committee on Human Rights. Branch staff made presentations and provided assistance to public and educational interest groups in interpreting statutes, regulations and departmental plans for developing legislation and regulations.

The branch became part of the Planning and Evaluation Division on January 1, 1986.

The Student Evaluation branch administers the Grade 12 Diploma Examinations Program, the Achievement Testing Program, and the awarding of High School Equivalency Diplomas.

In 1985-86, the branch developed and administered diploma examinations in English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. The examinations in Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30 were also available in French translation on request. The examinations were administered in January and June in most high schools in the province. During this fiscal year, work was begun to develop the Langue et Littérature 30 diploma examination for use in the 1986-87 school year.

Number of Students Who Wrote Diploma Examinations:

	June 1985	January 1986
English 30	12,664	8,284
English 33	6,352	4,215
Social Studies 30	10,977	7,590
Mathematics 30	9,609	8,357
Biology 30	8,685	6,828
Chemistry 30	8,399	6,351
Physics 30	5,014	2,801

In June 1985, the branch administered achievement tests in Grade 3 language arts, Grade 6 social studies, and Grade 9 science. The tests were written by all students enrolled in these programs across the province.

The branch administered the General Education Development (GED) tests to 3,391 adults who had not completed a formal high school education but who wished to obtain a High School Equivalency Diploma. The GED tests were administered four times during the reporting period. In this fiscal year, 2,323 individuals earned High School Equivalency Diplomas by successfully passing the GED test.

Preparation of diagnostic evaluation materials, begun in January 1984, continued during 1985-86. Under this program, diagnostic materials for use in the reading portion of English language arts in Grades 1 to 6 will be made available in the fall of 1986 to elementary classroom teachers for use in regular classroom instruction.

Computer Systems and Data Base Management

Report of the Director

The Computer Systems Data Base Management Branch provides administrative data processing, and manages data bases for student records, teachers and certificated school personnel, and schools and school jurisdictions.

Computer Systems

Computer systems were completed for processing student records and student examinations. These included many on-line processing features and interfacing with school microcomputer systems. Development of a new computer system for processing school grants was started and the first phase will be implemented during the 1986-87 school year.

Many changes were made to existing computer systems, including the following:

a) to accommodate a new government system for payment of accounts;
b) to improve the certificated personnel system;
c) to improve the microcomputer system used by schools to process high school marks.

Over 250 ad hoc requests for information from existing systems were processed. The growth of microcomputers continued with a corresponding increase in consulting services for the acquisition and use of microcomputers and related software packages. A total of 34 new microcomputer systems were acquired bringing the department total to over 100.

Data Base Management

The branch maintains academic records for all students completing high school courses in Alberta since 1905. Presently about two million student records are maintained with over 800,000 of these records on computer and over 500,000 on microfilm. There were 121,726 active high school students during 1985-86.

High school diplomas were issued to 25,835 students. These can be classified as follows:

General High School Diplomas	**10,894**
Advanced High School Diplomas	**10,004**
Advanced High School Diplomas with Excellence	**2,150**
High School Equivalency Diplomas	**2,787**
TOTAL	**25,835**

The total number of official high school transcripts issued was 140,481.

Teacher records have been maintained for all certificated personnel in Alberta since 1974. Presently over 60,000 records are maintained with 33,666 active certificated personnel on file during 1985-86. This includes classroom teachers, substitutes, interns, support staff and central office personnel.

A school and jurisdiction system is also maintained. There were 1,719 Alberta schools operating in 1985-86.

1985-86 Operating Schools by Grade

Grades 1-6	656
Grades 1-9	479
Grades 7-9	117
Grades 1-12	199
Grades 7-12	96
Grades 10-12	124
*Others	48
TOTAL	1,719

*Others include evening programs, special education, and summer school.

1985-86 Operating Schools by Type

Public Schools	1,266
Protestant Separate	13
R.C. Separate	248
Private Schools	134
**Government Schools	58
TOTAL	1,719

**Includes DND, Indian Affairs, Provincial Schools, Colleges and Institutions.

TABLE K I. Operation of Schools by School Divisions, Counties and Independent Districts 1985-86

Enrolment by Grade (September 30, 1985)

Divisions	No.	ECS	1-6	7-9	10-12	(1-12) Total
Berry Creek	1		68	24	13	105
Cardston	2	226	1 719	684	559	2 962
Cypress	4		447	207	82	736
Taber	6	218	1 119	549	499	2 167
Acadia	8		346	140	142	628
Rangeland	9	60	432	216	204	852
Peace River	10	39	1 408	631	654	2 693
Yellowhead	12	399	2 350	1 115	1 120	4 585
Rocky Mountain	15		1 340	744	758	2 842
Neutral Hills	16		278	145	121	544
Sturgeon	24	325	2 045	965	956	3 966
Willow Creek	28	174	1 360	751	738	2 849
Pincher Creek	29	1	601	299	279	1 179
Starland	30		262	118	123	503
Wainwright	32	114	780	387	416	1 583
Provost	33		374	165	162	701
Westlock	37	121	981	529	629	2 139
Foothills	38		2 404	1 247	1 248	4 899
Rocky View	41	402	3 978	1 825	1 715	7 518
Spirit River	47	70	675	312	304	1 291
High Prairie	48	306	1 693	847	814	3 354
Fairview	50	127	857	325	275	1 457
Lac La Biche	51	185	1 054	516	452	2 022
Fort Vermilion	52	176	1 671	683	337	2 691
East Smoky	54	152	916	435	421	1 772
Three Hills	60		778	345	332	1 455
Northland	61	133	1 654	581	126	2 361
Drumheller	62	75	451	254	489	1 194
Crowsnest Pass	63	118	636	363	273	1 272
Mount Rundle	64	69	372	137	177	686
Counties						
Grande Prairie	1		1 869	899	593	3 361
Vulcan	2		655	279	259	1 193
Ponoka	3		1 290	674	830	2 794
Newell	4	28	808	367	257	1 432
Warner	5		962	430	346	1 738
Stettler	6		555	278	13	846
Thorhild	7	42	333	178	175	686
Forty Mile	8		476	228	203	907
Beaver	9	168	948	427	376	1 751
Wetaskiwin	10		1 296	619	251	2 166
Barrhead	11	220	1 048	599	681	2 328
Athabasca	12	152	910	502	471	1 883
Smoky Lake	13		414	232	253	899
Lacombe	14	188	1 751	835	860	3 446

I. Operation of Schools by School Divisions, Counties and Independent Districts 1985-86

Enrolment by Grade (September 30, 1985)

	No.	ECS	1-6	7-9	10-12	(1-12) Total
Wheatland	16		1 162	563	502	2 227
Mountain View	17		2 076	1 040	1 051	4 167
Paintearth	18		495	225	166	886
St. Paul	19	103	789	454	378	1 621
Strathcona	20	670	5 256	2 896	3 252	11 404
Two Hills	21	63	417	187	209	813
Camrose	22		945	456	370	1 771
Red Deer	23		2 585	1 261	1 121	4 967
Vermilion River	24		1 236	610	479	2 325
Leduc	25	367	2 220	892	484	3 596
Lethbridge	26	153	1 230	597	796	2 623
Minburn	27	114	726	353	550	1 629
Lac Ste. Anne	28		1 259	709	559	2 527
Flagstaff	29		914	427	475	1 816
Lamont	30		867	406	324	1 597
Parkland	31	580	5 216	2 503	2 392	10 111
Districts						
St. Albert	3	303	1 800	759	657	3 216
Edmonton	7	5 844	31 427	14 565	17 821	63 813
Calgary	19	5 880	38 245	19 165	21 253	78 663
Lethbridge	51	522	3 868	1 759	2 002	7 629
Medicine Hat	76	429	2 969	1 330	1 518	5 817
Banff	102	49	205	90	88	383
Red Deer	104	381	3 812	1 800	1 725	7 337
Wetaskiwin	264	138	932	392	798	2 122
Leduc	297	135	1 090	778	910	2 778
Stirling	647	21	171	70	47	288
Camrose	1315	140	785	392	683	1 860
Stettler	1475	90	489	227	514	1 230
Exshaw	1699	8	110	38		148
Legal	1738	36	233	88	58	379
Brooks	2092	187	1 195	519	500	2 214
St. Paul	2228		527	230	13	770
Redcliff	2283		437	186		623
Grande Prairie	2357	382	1 988	884	1 002	3 874
Whitecourt	2736		470	214	149	833
Fort McMurray	2833	426	2 460	1 261	1 063	4 784
Jasper	3063	43	199	112	118	429
Waterton Park	4233		10	2		12
Grovedale	4910	23	118			118
Devon	4972	82	483	197	222	902
Ralston	4981		129	41		170
Canadian Forces	4986	69	352	137		489
Mynarski Park	5012	15	83	33		118
Medley	5029	105	569	189		758
Swan Hills	5109	47	267	108		375

I. Operation of Schools by School Divisions, Counties and Independent Districts 1985-86

Enrolment by Grade (September 30, 1985)

	No.	ECS	1-6	7-9	10-12	(1-12) Total
Grande Cache	5258	75	509	255	236	1 000
Lakeland	5460	278	1 507	674	1 028	3 209
Catholic Separate District						
Calgary RCSSD	1	2 073	12 153	5 484	5 871	23 508
Edmonton	7	2 188	12 119	5 890	6 887	24 896
Lethbridge	9	140	1 292	563	460	2 315
Wetaskiwin	15	34	208	133		341
Vegreville	16	31	210	114	65	389
Red Deer	17	95	890	402	482	1 774
Pincher Creek	18		233	104	98	435
Medicine Hat	21	139	888	488	524	1 900
Theresetta	23		49	23	32	104
Drumheller	25	29	202	72		274
Fort Vermilion	26	10	88	42		130
Grande Prairie	28	152	743	357	350	1 450
McLennan	30	22	79	55		134
Wainwright	31	34	203	82		285
Fort McMurray	32	335	1 991	783	906	3 680
Fairview	35	16	174	92	78	344
Spirit River	36		49	24		73
Manning	37		88	55		143
Peace River	43	55	303	164	179	646
Killam	49		28	8		36
Assumption	50		28	15		43
Sexsmith	51	16	76	18		94
Taber	54	44	246	122	118	486
High Prairie	56	43	246	148		394
Camrose	60	53	305	158		463
Provost	65		103	56	54	213
Beaverlodge	68	13	50	30		80
Coaldale	73	47	180	103		283
Picture Butte	79	31	118	43		161
Bow Island	82	16	91	53	44	188
Valleyview RCSSD	84	5	153	63		216
Grimshaw	88	25	151	70		221
Whitecourt	94	49	303	105	123	531
Ponoka	95	13	122	38		160
Nampa	96		41			41
Vermilion	97	36	145	72	74	291
Ft. Saskatchewan	104	46	366	210	212	788
Sherwood Park	105	236	1 456	681	540	2 677
Westlock	110	35	230	111	80	421
Drayton Valley	111	40	250	121		371
Spruce Grove	128	48	315	168	73	556
Rocky Mtn. House	131	31	187	63		250
Leduc	132	58	433	170	5	608

I. Operation of Schools by School Divisions, Counties and Independent Districts 1985-86

Enrolment by Grade (September 30, 1985)

	No.	ECS	1-6	7-9	10-12	(1-12) Total
Lakeland	150	143	783	377	113	1 273
Stony Plain	151	41	210	86		296
Edson	153	35	253	106	21	380
Hinton	155	26	203	104		307
Other						
Barons Consolidated	8		58	17		75
Falher Consolidated	69	25	261	83	86	430
Thibault Catholic Public	35	153	755	293	213	1 261
Glen Avon Protestant Separate	5		305	163	2	470
St. Albert Protestant Separate	6	364	2 450	1 327	1 315	5 092
St. Paul High Sch. Reg. Sch. Dist.	1	132			420	420
Alberta School for the Deaf			48	36	26	110
Total						
Divisions		3 490	33 049	15 539	14 418	63 006
Counties		2 848	40 708	20 126	18 676	79 510
Districts		15 708	97 439	46 495	52 405	196 339
R.C.S.S.D./P.S./C.P.		7 000	42 544	20 009	18 919	81 472
Consolidated		25	319	100	86	505
Regional		132			420	420
Alberta School for the Deaf			48	36	26	110
Grand Total		29 203	214 107	102 305	104 950	421 362

TABLE K II. Operating Private Schools

		Category 1	Category 2	Category 3	Category 4	Total
Zone 1	Schools	9			10	19
	Pupils	243			348	591
Zone 2	Schools	6			1	7
	Pupils	360			27	387
Zone 3	Schools	28	6	9	5	48
	Pupils	4,446	369	505	83	5,403
Zone 4	Schools	19	1		7	27
	Pupils	1,491	29		281	1,801
Zone 5	Schools	39	2	3	4	48
	Pupils	3,575	180	141	119	4,015
Zone 6	Schools	11			8	19
	Pupils	1,224			132	1,356
Province	**Schools**	112	9	12	35	168
	Pupils	11,339	578	646	990	13,553

TABLE K III. Distribution of Pupils by Age, Grade and Sex

As at September 30, 1985 (Does not include Lloydminster)

	SEX	LESS THAN 5 YRS 6 MOS	6 YRS AND NOT 5 YRS 6 MOS	6 YEARS	7 YEARS	8 YEARS	9 YEARS	10 YEARS	11 YEARS	12 YEARS	13 YEARS	14 YEARS	15 YEARS	16 YEARS	17 YEARS	18 YEARS	19 YEARS	20 YEARS	OR 21 YRS	TOTAL BY SEX	TOTAL BY GRADE	% OF ENROL-MENTS	MEDIAN AGE
GRADE I	M	10	6019	12696	1328	73	12	2												20140			
	F	25	6370	11357	727	31	10	2		1	1									18524	38664	9.18	6.40
GRADE II	M		19	5020	11437	1626	87	21	1	4	2									18217			
	F		13	5702	10477	1034	46	9	2											17283	35500	8.43	7.28
GRADE III	M			5	4712	10938	1926	113	32	6	4	4								17740			
	F			15	5227	10287	1095	81	14	5										16724	34464	8.18	8.32
GRADE IV	M				11	4476	10537	2120	188	28	9	2								17371			
	F			1	29	5311	9897	1260	113	17	6	1								16635	34006	8.07	9.33
GRADE V	M					19	4466	10077	2115	250	43	10	2							16982			
	F					42	5286	9738	1259	125	27	2								16479	33461	7.94	10.34
GRADE VI	M					1	57	4247	9617	2221	285	38	9	2	1					16478			
	F						39	5093	9379	1397	122	19	5							16054	32532	7.72	11.35
ELEM. SPEC.	M	1	164	318	486	606	669	653	655											3532			
	F		103	189	279	326	327	327	349											1900	5432	1.29	9.15
GRADE VII	M						1	33	4017	9536	2701	516	72	12	4	3		1	5	16901			
	F						1	37	4830	9206	1608	232	50	7	2	4				15977	32878	7.80	12.42
GRADE VIII	M							1	52	4069	9019	2817	585	60	5	1			2	16611			
	F						1		42	4831	9136	1724	274	40	15	3	1			16067	32678	7.76	13.43
GRADE IX	M									31	4081	9225	2720	471	54	7	1	4	5	16599			
	F								1	51	4884	9159	1668	292	39	4	3		2	16101	32700	7.76	14.41
JR. HIGH	M									756	838	1023								2617			
SPEC.	F									389	483	544								1396	4013	.95	13.61
GRADE X	M										30	4367	8985	2403	596	105	42	20	181	16689			
	F										60	5396	9924	1489	321	93	29	19	188	16499	33188	7.88	15.47
GRADE XI	M										2	34	4239	8543	2351	458	82	37	128	15874			
	F											47	5034	8473	1342	251	76	28	174	15425	31299	7.43	18.43
GRADE XII	M											1	56	4012	8930	3695	846	223	571	18334			
	F											1	70	4972	8320	2252	459	173	820	17067	35401	8.40	17.67
SR. HIGH	M												1108	915	624	234	107	51	286	3325			
SPEC.	F												588	480	350	117	42	18	116	1711	5036	1.20	17.04
TOTALS BY SEX	M	11	6202	18039	17954	17739	17755	17267	16677	16901	17014	18037	17756	16418	12565	4503	1078	336	1150	217410			
	F	25	6486	17264	16739	17031	16702	16547	15989	16022	16307	17125	16611	15733	10389	2724	610	238	1300	203842	421252	100.0	11.84
GRAND TOTAL		36	12688	35303	34693	34770	34457	33814	32666	32923	33321	35162	34367	32151	22954	7227	1688	574	2458				
% OF ENROLMENT		01	3.01	8.38	8.24	8.25	8.18	8.03	7.75	7.82	7.91	8.35	8.16	7.63	5.45	1.72	40	14	58				

TABLE K IV. Acceleration and Retardation Report for Public Schools

Enrolment as at September 30, 1985 (Does not include Lloydminster)

	Age	Under Modal Age Number	Under Modal Age Percent	Modal Age Number	Modal Age Percent	Over Modal Age Number	Over Modal Age Percent	Total
Elementary								
Grade I	6 +	12 424	32.13	24 053	62.21	2 187	5.66	38 664
Grade II	7 +	10 754	30.29	21 914	61.73	2 832	7.98	35 500
Grade III	8 +	9 959	28.90	21 225	61.59	3 280	9.52	34 464
Grade IV	9 +	9 828	28.90	20 434	60.09	3 744	11.01	34 006
Grade V	10 +	9 813	29.33	19 815	59.22	3 833	11.46	33 461
Grade VI	11 +	9 437	29.01	18 996	58.39	4 099	12.60	32 532
Elem. Spec.	11 +	4 428	81.52	1 004	18.48	0	0.00	5 432
Junior High School								
Grade VII	12 +	8 919	27.13	18 742	57.00	5 217	15.87	32 878
Grade VIII	13 +	8 996	27.53	18 155	55.56	5 527	16.91	32 678
Grade IX	14 +	9 048	27.67	18 384	56.22	5 268	16.11	32 700
Jr. High Spec.	14 +	2 446	60.95	1 567	39.05	0	0.00	4 013
Senior High School								
Grade X	15 +	9 853	29.69	17 889	53.90	5 446	16.41	33 188
Grade XI	16 +	9 356	29.89	17 016	54.37	4 927	15.74	31 299
Grade XII	17 +	9 112	25.74	17 250	48.73	9 039	25.53	35 401
Sr. High Spec.	15 +	0	0.00	1 696	33.68	3 340	66.32	5 036
Total		124 373	29.52	238 140	56.53	58 739	13 94	421 252

TABLE K V. Per Pupil Expenditure in Education

1973-74, 1984-85, 1985-86

	1973-74	1984-85[a]	1985-86[a]
All Schools (Including Regional High Schools)	$ 1 039.25	$ 4 184.73	$ 4 403.85
School Divisions and Counties	1 066.41	4 305.80	4 615.44
Public Districts			
City Public	1 070.20	4 163.60	4 333.40
Town, Village and Rural Public	960.25	3 942.54	4 098.69
Separate Districts			
City Separate	960.26	4 054.58	4 228.34
Town, Village and Rural Separate	984.37	4 027.16	4 293.61
Separate (City, Town, Village and Rural)	868.79	4 049.86	4 239.66
Consolidated Schools	1 036.37	4 998.04	5 303.01
Regional Schools	1 701.97	5 029.87[b]	4 934.78[b]

Footnotes:

[a] 1984 and 1985 enrolments do not include D.N.D. Schools, however, enrolments include Early Childhood Services at .5. The 1984 and 1985 per pupil expenditures were obtained by dividing into the 1984 and 1985 expenditures the enrolments as of September 30, 1984 and 1985 respectively.

[b] Includes only the St. Paul Regional High School District No. 1.

TABLE L Enrolment in Academic Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
Accounting 10	272	5 762	7 123	12 885
Accounting 20	247	2 498	3 817	6 315
Accounting 30	174	877	1 557	2 434
Ad Business Prac 35A	1		11	11
Ad Business Prac 35B	1	1	10	11
Aeroscience 25	1	25	1	26
Aeroscience 35	1	11	1	12
Agriculture 10	10	111	24	135
Applied Sociology 30	50	870	1 185	2 055
Art 10	181	3 452	3 293	6 745
Art 11	3	21	24	45
Art 20	158	1 147	1 397	2 544
Art 21	23	138	196	334
Art 30	133	551	785	1 336
Art 31	26	93	132	225
Aspects of Living 15	1	5	8	13
Ballet 15	1		18	18
Ballet 25	2		6	6
Ballet 35	1		3	3
Basic Business 10	1	1		1
Basic Business 20	70	827	861	1 688
Basic Business 30	32	194	271	465
Biology 10	328	12 775	14 318	27 093
Biology 15 I.B.	4	74	83	157
Biology 20	307	9 009	11 444	20 453
Biology 25 I.B.	2	10	25	35
Biology 30	311	6 880	10 057	16 937
Blackfoot 15	1	17	5	22
Bus Procedures 20	1	1	11	12
Business Calculations 20	18	186	268	454
Business Communication 20	8	54	98	152
Business Education 10	80	989	1 091	2 080
Business Education 20	26	126	209	335
Business Education 30	15	39	205	244
Business Foundns 10	4	7	17	24
Business Foundns 30	1	1	4	5
Business Machines 22	1		4	4
Canadian History 20	20	185	140	325
Chemistry 10	322	13 398	13 041	26 439
Chemistry 20	305	10 151	10 157	20 308
Chemistry 25 I.B.	7	96	80	176
Chemistry 30	299	7 619	7 477	15 096
Chemistry 35 I.B.	2	32	21	53
Clothing & Textls 20	108	10	767	777
Clothing & Textls 30	70	1	362	363
Communications 10	11	121	110	231
Communications 21A	83	958	1 134	2 092
Communications 21B	57	671	856	1 527

Subject	No. of Schools	Male	Female	Total
Comparative Gov't 20	6	72	37	109
Computer Literacy 10	58	727	644	1 371
Computer Processing 10	258	7 979	6 197	14 176
Computer Processing 20	206	3 527	2 142	5 669
Computer Processing 30	109	1 126	443	1 569
Computing Science 30	2	31	22	53
Cont Western Phil 20	1	7	7	14
Cree 15	4	22	21	43
Cree 25	2	4	1	5
Cree 35	1		2	2
Cult & Phy Anthro 30	19	236	199	435
Dictatyping 20	14	1	154	155
Drama 10	144	1 704	2 764	4 468
Drama 20	120	684	1 263	1 947
Drama 30	93	291	578	869
Driver Education 10	101	1,609	1,417	3,026
EC for Consumers 20	44	633	458	1 091
Electronic Music 15	3	29	12	41
English 10	324	11 367	12 708	24 075
English 13	294	6 647	4 511	11 158
English 20	317	9 522	11 227	20 749
English 23	286	6 676	4 466	11 142
English 30	322	10 084	11 840	21 924
English 33	272	5 553	4 544	10 097
English 35 I.B.	1	13	22	35
Exper Psych 30	20	250	492	742
Food Studies 10	209	3 016	4 343	7 359
Food Studies 20	166	881	1 790	2 671
Food Studies 30	126	326	927	1 253
French 10	225	2 974	4 697	7 671
French 10N (9 year)	40	450	865	1 315
French 10S (6 year)	63	1 114	1 924	3 038
French 11	10	143	265	408
French 20	195	1 528	2 921	4 449
French 20N (9 year)	32	272	536	808
French 20S (6 year)	44	451	924	1 375
French 21	22	171	230	401
French 30	186	1 151	2 695	3 846
French 30N (9 year)	20	76	171	247
French 30S (6 year)	31	158	392	550
French 31	33	95	262	357
General Business 15	4	14	13	27
General Psych 20	162	2 630	3 983	6 613
General Sociol 20	153	1 952	2 489	4 441
Geology 15	1	12	5	17
Geology 25	1	12	5	17
German 10	50	593	710	1 303
German 20	45	296	426	722

Enrolment in Academic Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
German 30	44	179	293	472
German 31	2	6	14	20
Health & P D 10	28	567	735	1 302
Hebrew 15	2	2	2	4
Hebrew 25	2	3		3
Hebrew 35	2	6	3	9
Hungarian 15	1		2	2
Hungarian 25	2	6	3	9
Hungarian 35	2	8	9	17
Int Politics 30	17	263	209	472
Intro to Mod Lang 15	2	7	18	25
Italian 10	8	68	115	183
Italian 20	5	39	52	91
Italian 30	5	24	38	62
Japanese 15	1	16	27	43
Langue et Lit 10	16	195	281	476
Langue et Lit 20	13	134	199	333
Langue et Lit 30	12	77	119	196
Latin 10	7	83	92	175
Latin 20	4	30	26	56
Latin 30	3	6	5	11
Law 20	191	3 110	3 170	6 280
Law 30	121	1 231	1 345	2 576
Literature 21A	54	455	612	1 067
Literature 21B	26	299	327	626
Local & Can Geog 20	76	1 174	661	1 835
Macro-Economics 30	30	289	235	524
Marketing 20	43	434	422	856
Marketing 30	20	124	140	264
Mathematics 10	337	10 572	10 539	21 111
Mathematics 13	254	6 143	5 542	11 685
Mathematics 15	248	3 112	3 043	6 155
Mathematics 20	323	8 706	8 800	17 506
Mathematics 23	239	5 518	4 863	10 381
Mathematics 25	174	1 113	1 153	2 266
Mathematics 30	315	9 325	8 917	18 242
Mathematics 31	199	3 098	1 617	4 715
Mathematics 33	199	4 072	3 997	8 069
Micro-Economics 30	19	183	160	343
Music 10	74	224	804	1 028
Music 11	159	1 315	1 705	3 020
Music 12	19	94	85	179
Music 15	16	146	186	332
Music 20	59	105	407	512
Music 21	139	709	943	1 652
Music 25	18	119	140	259
Music 30	49	49	184	233
Music 31	121	430	523	953

Subject	No. of Schools	Male	Female	Total
Music 35	16	68	82	150
Occupations 10	67	1 364	1 282	2 646
Office Procedures 20	78	78	1 010	1 088
Office Procedures 30	52	15	777	792
Origins West Phil 20	1		1	1
Outdoor Leadership 15	1	9		9
Outdoor Leadership 25	1	9		9
Outdoor Leadership 35	1	11		11
Outdoor Living 15	5	84	24	108
Personal Living Skills 10	63	413	917	1 330
Personal Living Skills 20	36	114	437	551
Personal Living Skills 30	47	355	699	1 054
Personal Psych 20	123	2 379	3 894	6 273
Persp for Living 15	12	307	166	473
Phil of Man 30	6	24	70	94
Physical Ed 10	338	16 257	15 288	31 545
Physical Ed 20	317	8 115	4 593	12 708
Physical Ed 30	271	3 975	2 039	6 014
Physics 10	288	9 220	5 922	15 142
Physics 20	276	7 491	4 220	11 711
Physics 22	4	23	2	25
Physics 25 I.B.	1	24	6	30
Physics 30	250	5 608	2 468	8 076
Physics 35 I.B.	1	12	5	17
Pol Thinking 20	2	13	13	26
Practical Arts 15A	9	607	110	717
Practical Arts 15B	5	176	11	187
Practical Living 25	2	2	3	5
Practical Living 35	1	3	1	4
Reading 10	129	1 552	1 342	2 894
Recordkeeping 10	66	596	928	1 524
Rel Meanings 20	10	162	163	325
Religious Ethics 20	9	87	89	176
Religious Studies 15	58	2 866	2 962	5 828
Religious Studies 25	53	2 497	2 430	4 927
Religious Studies 35	41	1 403	1 499	2 902
Science 11	248	4 123	3 416	7 539
Science 25	15	253	133	386
Science 35	2	20	34	54
Shorthand 20	55	46	802	848
Shorthand 30	25	2	189	191
Shorthand 31	3	1	16	17
Soc Institutions 20	41	737	802	1 539
Social Studies 10	344	17 073	16 615	33 688
Social Studies 20	319	11 919	11 995	23 914
Social Studies 30	310	9 094	9 933	19 027
Spanish 10	5	17	62	79
Spanish 14	1	8	8	16

Enrolment in Academic Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
Spanish 20	3	7	24	31
Spanish 24	1		8	8
Spanish 30	2	3	11	14
Spanish 34	1	1	6	7
Theory of Knowledge 35 I.B.	6	50	55	105
Typewriting 10	319	9 416	14 009	23 425
Typewriting 20	290	972	5 418	6 390
Typewriting 30	238	209	2 816	3 025
Ukrainian Lang Arts 10	1	9	4	13
Ukrainian Lang Arts 20	1	6	9	15
Ukrainian Lang Arts 30	1	14	16	30
Urkainian 10	10	38	56	94
Ukrainian 10S (6 year)	1	2	3	5
Ukrainian 20	9	32	67	99
Ukrainian 20S (6 year)	1	7	10	17
Ukrainian 30	7	27	44	71
Western Can Hist 20	28	279	204	483
Word Processing 30	36	26	410	436
World Geography 30	45	600	359	959
World History 30	33	396	320	716
World Religions 30	24	203	251	454

TABLE M Enrolment in Vocational Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
Aircraft Maint 25A	1	13		13
Aircraft Maint 25B	1	12		12
Aircraft Maint 25C	1	12		12
Aircraft Maint 35A	1	8		8
Aircraft Maint 35B	1	8		8
Aircraft Maint 35C	1	8		8
Auto Body 12	11	280	10	290
Auto Body 22A	16	215	4	219
Auto Body 22B	15	196	4	200
Auto Body 22C	13	98	4	102
Auto Body 32A	13	130	2	132
Auto Body 32B	13	125	2	127
Auto Body 32C	11	97	3	100
Auto Parts Merchg 15	1	24	1	25
Auto Parts Merchg 25	1	2		2
Automotive Services 16	1	17	1	18
Automotive Services 26	1	5		5
Automotives 15	8	125	7	132
Automotives 22A	51	1 220	30	1 250
Automotives 22B	48	1 128	30	1 158
Automotives 22C	40	666	17	683
Automotives 25	4	33		33
Automotives 32A	48	623	17	640
Automotives 32B	47	614	16	630
Automotives 32C	39	452	10	462
Automotives 35	1	16		16
Beauty Culture 12	52	28	1 756	1 784
Beauty Culture 16	2		15	15
Beauty Culture 22A	45	17	946	963
Beauty Culture 22B	44	13	691	704
Beauty Culture 22C	41	6	576	582
Beauty Culture 26	1		7	7
Beauty Culture 32A	41	6	497	503
Beauty Culture 32B	40	7	464	471
Beauty Culture 32C	41	9	455	464
Beauty Culture 32D	36	5	349	354
Build Construct 12	47	1 424	63	1 487
Build Construct 15	9	101	2	103
Build Construct 22A	39	475	11	486
Build Construct 22B	31	371	9	380
Build Construct 22C	33	339	3	342
Build Construct 25	5	28		28
Build Construct 32A	39	320	4	324
Build Construct 32B	33	273	3	276
Build Construct 32C	29	183	5	188
Build Construct 35	1	12		12
Building Operations 15	3	73	3	76
Building Operations 25	1	4		4
Building Operations 35	1	5		5
Carpentry 15	3	25	1	26
Carpentry 25	1	8		8
Carpentry 35	1	6		6
Clothing & Textls 10	143	79	2 147	2 226
Commercial Art 15	9	130	95	225
Commercial Art 25A	12	97	88	185
Commercial Art 25B	8	48	55	103
Commercial Art 25C	8	43	32	75
Commercial Art 35A	7	50	45	95
Commercial Art 35B	7	34	40	74
Commercial Art 35C	6	29	32	61
Drafting 10	42	856	192	1 048
Drafting 12	42	1 447	268	1 715
Drafting 20	25	241	30	271
Drafting 22A	28	307	40	347
Drafting 22B	33	487	68	555
Drafting 22C	11	47	3	50
Drafting 25	1	4		4
Drafting 32A	27	142	7	149
Drafting 32B	32	276	37	313
Drafting 32C	13	45	3	48
Drafting 34	4	43	4	47
Drafting 35	1	3		3
Elect-Electronics 12	39	1 151	30	1 181
Electricity 22A	13	175	3	178
Electricity 22B	10	97	3	100
Electricity 22C	5	19		19
Electricity 32A	12	57	1	58
Electricity 32B	8	39	1	40
Electricity 32C	9	37		37
Electronics 22A	17	219	5	224
Electronics 22B	14	145	2	147
Electronics 22C	18	161	3	164
Electronics 32A	13	62		62
Electronics 32B	10	52		52
Electronics 32C	16	90	1	91
Fabric Care Technology 15	1	16	10	26
Fabric Care Technology 25	1	11	3	14
Fabric Care Technology 35	1	2	1	3
Fashion & Design 35	2		15	15
Fashion & Furn 15	4	2	36	38
Fashion & Furn 25B	1		1	1
Fashion & Furn 25C	1		1	1
Fashion & Furn 35C	1		1	1
Fashions & Design 15	2		33	33
Fashions & Design 25	2		23	23
Food Preparation 12	22	386	333	719

Enrolment in Vocational Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
Food Preparation 16	1	20	9	29
Food Preparation 22A	17	110	70	180
Food Preparation 22B	13	83	66	149
Food Preparation 22C	12	84	61	145
Food Preparation 26	1	11	1	12
Food Preparation 32A	11	58	39	97
Food Preparation 32B	11	64	30	94
Food Preparation 32C	12	58	24	82
Food Preparation 32D	8	44	18	62
Forestry 15	1	7	1	8
General Business 16	1	3	2	5
Graphic Arts 16	1	16	8	24
Graphic Arts 22A	7	64	26	90
Graphic Arts 22B	7	45	17	62
Graphic Arts 22C	6	26	15	41
Graphic Arts 32A	4	30	5	35
Graphic Arts 32B	4	27	4	31
Graphic Arts 32C	3	9	4	13
Health Services 12	14	56	292	348
Health Services 16	1	6	12	18
Health Services 22	13	14	177	191
Health Services 26	1		6	6
Health Services 32A	8	11	104	115
Health Services 32B	7	8	87	95
Horticulture 12	10	78	118	196
Horticulture 16	1	23	13	36
Horticulture 22A	7	26	15	41
Horticulture 22B	4	9	10	19
Horticulture 22C	4	12	9	21
Horticulture 32A	3	13	9	22
Horticulture 32B	3	11	7	18
Horticulture 32C	2	9	2	11
Hvy Duty Equip Op 15	1	17		17
Hvy Duty Equip Op 25	1	4	1	5
Industrial Ed 10A	204	4 523	999	5 522
Industrial Ed 10B	87	1 198	259	1 457
Industrial Ed 20A	166	2 208	317	2 525
Industrial Ed 20B	62	499	54	553
Industrial Ed 30A	134	1 053	94	1 147
Industrial Ed 30B	36	215	7	222
Industrial Phys 12	1	5	1	6
Machine Shop 12	15	375	10	385
Machine Shop 22A	15	137	1	138
Machine Shop 22B	16	117		117
Machine Shop 22C	10	43	1	44
Machine Shop 32A	16	58	1	59
Machine Shop 32B	16	50	1	51
Machine Shop 32C	13	26	1	27

Subject	No. of Schools	Male	Female	Total
Mathematics (GED)	22	1 163	1 070	2 233
Mechanics 12	68	3 026	281	3 307
Performing Arts 15	8	60	122	182
Performing Arts 25A	5	6	18	24
Performing Arts 25B	3	4	15	19
Performing Arts 25C	1	2	3	5
Performing Arts 35A	4	5	19	24
Performing Arts 35B	2	2	1	3
Performing Arts 35C	1	1	1	2
Photography 15	4	50	44	94
Photography 25	2	7	4	11
Piping 12	4	77	2	79
Piping 22A	4	22		22
Piping 22B	4	22		22
Piping 22C	3	17		17
Piping 32A	6	14		14
Piping 32B	4	10		10
Piping 32C	3	7		7
Practical Arts 16	1	15	6	21
Prod Science 30	5	12	9	21
Reading Skills (GED)	23	1 181	1 038	2 219
Related Mech 22A	5	38		38
Related Mech 22B	3	27		27
Related Mech 22C	2	10		10
Related Mech 32A	3	20		20
Related Mech 32B	3	32		32
Related Mech 32C	1	12		12
Science (GED)	22	1 148	1 017	2 165
Service St Operations 15	2	49	2	51
Sewing 16	1		10	10
Sheet Metal 12	2	53	3	56
Sheet Metal 22A	2	9		9
Sheet Metal 22B	2	12		12
Sheet Metal 22C	2	6		6
Sheet Metal 32A	2	7		7
Sheet Metal 32B	2	10		10
Sheet Metal 32C	2	7		7
Social Studies (GED)	22	1 188	1 061	2 249
Special Projects 10	233	1 546	2 044	3 590
Special Projects 20	234	1 061	1 533	2 594
Special Projects 30	216	856	1 078	1 934
Subtrades 15	4	14	1	15
Subtrades 16	1	21	1	22
Subtrades 25	3	7		7
Television Arts 15	1	40	14	54
TV Crafts 25A	3	20	7	27
TV Crafts 25B	3	8	2	10
TV Crafts 25C	1	6	1	7

Enrolment in Vocational Subjects (High School Grades) 1985-86

Subject	No. of Schools	Male	Female	Total
TV Crafts 35A	2	10	2	12
TV Crafts 35B	1	6		6
TV Crafts 35C	1	6		6
Visual Comm 12	33	815	504	1 319
Visual Comm 22A	12	140	82	222
Visual Comm 22B	6	25	18	43
Visual Comm 22C	3	5	2	7
Visual Comm 32A	7	54	36	90
Visual Comm 32B	5	19	8	27
Visual Comm 32C	5	16	5	21
Welding 12	30	722	21	743
Welding 15	9	129	6	135
Welding 22A	28	336	10	346
Welding 22B	26	316	9	325
Welding 22C	24	223	5	228
Welding 25	3	14		14
Welding 32A	29	223	3	226
Welding 32B	25	204	2	206
Welding 32C	24	168	1	169
Welding 35	1	1		1
Work Experience 15	162	925	1 164	2 089
Work Experience 25	232	1 750	2 491	4 241
Work Experience 35	228	1 563	2 450	4 013
Writing Skills (GED)	22	1 262	1 060	2 322